ELL SCAFFOLD- CCSS

OPERATIONS & ALGEBRAIC THINKING

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 4 CCSS: 4.OA.1 WIDA ELDS: 3 Reading Writing Listening	Write multiplication equations from multiplicative comparisons given in words (example, 35 is 5 times as many as 7 and 7 times as many as 5) and describe a multiplication equation in words.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation *using* Manipulatives*, illustration,* Partner work *and a* Sentence Frame.	**VU:** Multiplication equations, equivalent, comparative terms, "added to itself" **LFC:** Present tense, Wh-questions, negatively stated questions (which is NOT) **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation in L1 and/or use gestures, drawings and selected technical words.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation in L1 and/or use selected technical vocabulary in phrases and short sentences.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation using key technical vocabulary in simple sentences.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation using key technical vocabulary in expanded sentences.	Represent verbal statements of multiplicative comparisons as multiplication equations and interpret written comparisons by completing an equation using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Partner work Illustrations/diagrams/drawings L1 text and/or support Sentence Frame	Manipulatives Partner work Illustrations/diagrams/drawings L1 text and/or support Sentence Frame	Manipulatives Partner work Illustrations/diagrams/drawings Sentence Starter	Manipulatives Partner work	Manipulatives Partner work

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 4.OA.2 WIDA ELDS: 3 Speaking Writing Reading	Multiply or divide 3-digit by 1-digit numbers to solve word problems involving multiplicative comparisons.		Solve orally and in writing word problems involving multiplicative comparisons *using a Math Journal, drawings, Manipulatives, and Word Wall.*		**VU:** Multiply, words and phrases that imply division and multiplication, "half the amount of time" **LFC:** Irregular past tense (sell/sold), transition words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Solve orally and in writing word problems involving multiplicative comparison in L1 and/or use gestures, examples and selected technical words.	Solve orally and in writing word problems involving multiplicative comparison in L1 and/or use selected technical vocabulary in phrases and short sentences.	Solve orally and in writing word problems involving multiplicative comparison using key technical vocabulary in a series of simple sentences.	Solve orally and in writing word problems involving multiplicative comparison using key technical vocabulary in expanded and some complex sentences.	Solve orally and in writing word problems involving multiplicative comparison using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives Math Journal Word Wall Small group/triads Illustrations/diagrams/drawings Graphic Organizers L1 text and/or support Partially Completed Solutions	Manipulatives Math Journal Word Wall Small group/triads Illustrations/diagrams/drawings Graphic Organizers L1 text and/or support Partially Completed Solutions	Manipulatives Math Journal Word Wall Small group/triads Illustrations/diagrams/drawings Graphic Organizers	Manipulatives Math Journal Small group/triads	Manipulatives Math Journal

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 6 CCSS: 4.OA.2 WIDA ELDS: 3 Speaking Writing	Write an equation to identify the arithmetic operation written in a word problem (without solving).	Describe and explain orally and in writing an equation to identify the arithmetic operation written in a word problem using a variable (without solving) *using Teacher Modeling, drawings, Word Wall and White Board.*	**VU:** Equation, variable **LFC:** Passive voice, embedded clauses "that Ms. Smith's class sold" **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem in L1 and/or use gestures, drawings and selected technical words.	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem using key technical vocabulary in a series of simple sentences.	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem using key technical vocabulary in expanded and some complex sentences.	Describe and explain orally and in writing an equation with a variable that identifies the arithmetic operation written in a word problem using technical vocabulary in multiple, complex sentences.
Learning Supports	Teacher Modeling White Board Math Journal Small group/triads Word/Picture Wall L1 text and/or support Illustrations/diagrams/drawings Sentence Frame	Teacher Modeling White Board Math Journal Small group/triads Word/Picture Wall L1 text and/or support Sentence Frame	Teacher Modeling White Board Math Journal Small group/triads Word Wall	Teacher Modeling White Board Math Journal	Teacher Modeling White Board Math Journal

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 5 CCSS: 4.OA.3 WIDA ELDS: 3 Listening	Compose equations from information supplied in word problems (with all 4 operations) using letters to represent unknowns (without solving).	Listen to information in word problems in order to compose equations with letters to represent operations)all 4) with unknowns *using* Visuals*, a* Math Journal*, and* L1 support.	**VU:** Word problems, operations, unknowns, represent **LFC:** Present tense, imperative tense, sequence words

ELL SCAFFOLD- CCSS

Writing					**LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to information in word problems in order to compose equations with letters to represent unknowns in L1 and/or listen to word problems with selected, technical words, gestures, and examples.	Listen to information in word problems in order to compose equations with letters to represent unknowns in L1 and/ or listen to word problems with selected technical vocabulary in phrases and short sentences.	Listen to information in word problems with key, technical vocabulary in simple sentences then compose equations with letters to represent unknowns.	Listen to information in word problems with key, technical vocabulary in expanded sentences and then compose equations with letters to represent unknowns.	Listen to information in word problems with technical vocabulary in complex sentences and then compose equations with letters to represent unknowns.
Learning Supports	Visuals Math Journal L1 support Partner work Teacher Support Word Bank	Visuals Math Journal L1 support Partner work Teacher Support Word/Phrase Bank	Visuals Math Journal	Visuals Math Journal	Visuals

	Student Learning Objective (SLO)	Language Objective	Language Needed

ELL SCAFFOLD- CCSS

SLO: 7 CCSS: 4.OA.3 WIDA ELDS: 3 Listening Reading Writing	Compose equations from information supplied in word problems using letters to represent unknowns and solve the word problems with addition and subtraction.		Demonstrate understanding of word problems by composing and solving equations from information supplied orally and in writing *using* L1 support*, a* Math Journal*,* Word Wall *and a* Peer Coach*.*		**VU:** Equations, word problems, computation, estimation, rounding, addition, subtraction **LFC:** Present tense, imperative tense, sequence words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of word problems by composing and solving equations from information supplied orally and in writing in L1 and/or use Gestures, examples, and selected, technical words.	Demonstrate understanding of word problems by composing and solving equations from information supplied orally and in writing in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of word problems by composing and solving equations from information supplied orally and in writing using key, technical vocabulary in simple sentences.	Demonstrate understanding of word problems by composing and solving equations from information supplied orally and in writing using key, technical vocabulary in expanded sentences.	Demonstrate understanding of word problems by composing and solving equations from information supplied orally and in writing using technical vocabulary in complex sentences.
Learning Supports	Math Journal Peer Coach L1 text and/or support Cloze Activity Word/Picture Wall	Math Journal Peer Coach L1 text and/or support Sentence Frame Word/Picture Wall	Math Journal Peer Coach L1 support Word Wall	Math Journal Peer Coach	Math Journal

	Student Learning Objective (SLO)	Language Objective	Language Needed

ELL SCAFFOLD- CCSS

SLO: 7 CCSS: 4.OA.3 WIDA ELDS: 3 Reading Speaking Writing	Compose equations from information supplied in word problems, using letters to represent unknowns in formulas, and solve the word problems (with all four operations).	Demonstrate comprehension of word problems by composing and solving equations using letters to represent unknowns in formulas *using models, word wall, whiteboards and small group.*	**VU:** Equations, operations, word problems, computation, estimation, rounding **LFC:** Present tense, imperative tense, sequence words **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of word problems which use L1 and/or gestures and selected technical words, by composing and solving equations using letters to represent unknowns in formulas.	Demonstrate comprehension of word problems which use L1 and/or selected technical vocabulary in phrases and short sentences, by composing and solving equations using letters to represent unknowns in formulas.	Demonstrate comprehension of word problems which use key vocabulary in simple sentences, by composing and solving equations using letters to represent unknowns in formulas.	Demonstrate comprehension of word problems which use key, technical vocabulary in expanded sentences, by composing and solving equations using letters to represent unknowns in formulas.	Demonstrate comprehension of word problems which use technical vocabulary in complex sentences, by composing and solving equations using letters to represent unknowns in formulas.
Learning Supports	Teacher Modeling White Board Small group Word/picture wall L1 text and/or support Pictures/illustrations	Teacher Modeling White Board Small group Word/picture wall L1 text and/or support	Teacher Modeling White Board Small group Word wall	Teacher Modeling White Board Small group	Teacher Modeling

	Student Learning Objective (SLO)	Language Objective	Language Needed

ELL SCAFFOLD- CCSS

SLO: 6 CCSS: 4.OA.4 WIDA ELDS: 3 Speaking Reading Writing	Determine if a number between 1 and 100 is a prime or composite number.		Explain how to determine whether a given whole number in the range 1–100 is prime or composite *using* Manipulatives, Word Wall *and a cloze activity.*		**VU:** Determine, prime, composite, reasoning **LFC:** Imperative tense, transitional words, ordinal numbers, cause and effect **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how to determine whether a given whole number in the range 1–100 is prime or composite in L1 and/or use gestures, examples, and selected, technical words.	Explain how to determine whether a given whole number in the range 1–100 is prime or composite in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Explain how to determine whether a given whole number in the range 1–100 is prime or composite using key, technical vocabulary in simple sentences.	Explain how to determine whether a given whole number in the range 1–100 is prime or composite using key, technical vocabulary in expanded and some complex sentences.	Explain how to determine whether a given whole number in the range 1–100 is prime or composite using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Cloze Activity Teacher Support	Manipulatives Small group Word/picture wall L1 text and/or support Sentence frames Peer Coach	Manipulatives Small group Word Wall	Manipulatives Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 7 CCSS: 4.OA.4 WIDA ELDS: 3 Speaking Listening Reading Writing	Find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number.	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number by *using Learnzillion.com,* White Boards*, and* Think -aloud. *web link:* http://learnzillion.com/lessons/788-use-divisibility-rules-to-determine-if-a-number-is-a-multiple-of-4-or-7	**VU:** Factor pairs, multiples, whole numbers, reasoning **LFC:** Imperatives, transition words, ordinal numbers **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number in L1 and/or use gestures, examples, and selected, technical words.	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number using key, technical vocabulary in simple sentences.	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number using key, technical vocabulary in expanded and some complex sentences.	Sequence the steps needed to find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number using technical vocabulary in complex sentences.
Learning Supports	White Board Think -aloud Small group Word/picture wall L1 text and/or support Cloze Activity	White Board Think -aloud Small group Word/picture wall L1 text and/or support Sentence frames	White Board Think -aloud	White Board	

	Student Learning Objective (SLO)	Language Objective	Language Needed

ELL SCAFFOLD- CCSS

SLO: 1 CCSS: 4.OA.5 WIDA ELDS: 3 Speaking Reading Writing	Generate number or shape patterns by using rules including words, models, or graphs, and identify apparent features of the pattern that were not explicit in the rule of the original pattern. For example, given the rule "Add 3" and the starting number 1 generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers.		Describe and explain orally and in writing how to generate number or shape patterns *using* White Board*,* Small group/ triad*s, and a* Word Wall*.*		**VU:** Concrete models, patterns, predetermined rules, graphs, shapes **LFC:** Present tense, transition words, modals (would, could, might), complex sentences **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 generate number or shape patterns in L1 and/or use Gestures, examples, and selected, technical words.	Describe and explain orally and in writing how to generate number or shape patterns in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Describe and explain orally and in writing how to generate number or shape patterns using key, technical vocabulary in simple sentences.	Describe and explain orally and in writing how to generate number or shape patterns using key, technical vocabulary in expanded sentences.	Describe and explain orally and in writing how to generate number or shape patterns using technical vocabulary in complex sentences.
Learning Supports	White Board Small group/ triads Word/picture wall L1 text and/or support Cloze Activity Gestures	White Board Small group/ triads Word/picture wall L1 text and/or support Sentence Frame	White Board Small group/ triads Word Wall	White Board Small group/ triads	White Board

NUMBER & OPERATIONS IN BASE TEN

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 CCSS: 4.NBT.1 WIDA ELDS: 3 Speaking Writing	Explain the quantitative relationship between places of a multi-digit whole number up to one million when moving from right to left.	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right *by using manipulative, Place Value Chart and Sentence Frame to apply concepts of place value and division.*	**VU:** Place value, division **LFC:** Present tense, transition words **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using L1 and/or gestures, examples and selected technical words.	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using L1 and/or use selected technical vocabulary in phrases and short sentences.	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using key technical vocabulary in a series of simple sentences.	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using key technical vocabulary in expanded and some complex sentences.	Explain orally and in writing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right using technical vocabulary in multiple, complex sentences.
Learning Supports	Place Value Chart Manipulatives Small group/triads L1 text and/or support Sentence Frame Word Wall	Place Value Chart Manipulatives Small group/triads L1 text and/or support Sentence Frame Word Wall	Place Value Chart Manipulatives Small group/triads Sentence Starter Word Wall	Place Value Chart Manipulatives Small group/triads	Place Value Chart Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 4.NBT.2 WIDA ELDS: 3 Reading Writing	Compare numbers using >, =, and < for two multi-digit whole numbers up to one million (presented as base ten numerals, number names, or expanded form).		Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons *using* White Board, Manipulatives, *and* Word Walls.		**VU:** Compare, symbols, base-ten numerals, number names, expanded form **LFC:** Present tense, transition words, -er suffixes **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons in L1 and/or use gestures, examples and selected technical words.	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons in L1 and/or use selected technical vocabulary in phrases and short sentences with examples to explain the solution.	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons using key vocabulary in a series of simple sentences.	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons using key technical vocabulary in expanded and some complex sentences.	Compare two multi-digit whole numbers using *greater than*, *less than* or *equal to* symbols (>, <, and =) by recording the results of comparisons using technical vocabulary in multiple, complex sentences.
Learning Supports	Manipulatives Word/Picture Wall Small group/triads L1 text and/or support White Board Sentence Frame	Manipulatives Word/Picture Wall Small group/triads L1 text and/or support White Board Sentence Frame	Manipulatives Word/Picture Wall Small group/triads White Board Sentence Starter	Manipulatives Small group/triads White Board	Manipulatives White Board

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 3 CCSS: 4.NBT.3 WIDA ELDS: 3 Speaking Writing	Round multi-digit whole numbers up to one million to any place http://learnzillion.com/lessons/527-round-in-reallife-situations	Demonstrate understanding of rounding using place value by listening to lecture or video *using notes and* Word Wall. Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing *using Manipulatives, drawings, a Place Value Chart and a Word Wall.* *Note: ELLs will need direct instruction of the multiple meaning of "round."*	**VU:** Estimation, addition, subtraction, round **LFC:** Present tense, -est suffix, clause "when rounded" **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing in L1 and/or use gestures, examples and selected technical words.	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing using key, technical vocabulary in a series of simple sentences.	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing using key, technical vocabulary in expanded sentences.	Demonstrate understanding of using place value to round multi-digit whole numbers to any place orally and in writing using technical vocabulary in multiple, complex sentences.
Learning Supports	Place Value Chart Manipulatives Small group/triads Word/Picture Wall	Place Value Chart Manipulatives Small group/triads Word/Picture Wall	Place Value Chart Manipulatives Small group/triads Word Wall	Place Value Chart Manipulatives Small group/triads	Place Value Chart Manipulatives

ELL SCAFFOLD- CCSS

	L1 text and/or support Illustrations/diagrams/drawings	L1 text and/or support			

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 CCSS: 4.NBT.4 WIDA ELDS: 3 Speaking Writing	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Demonstrate and explain orally and in writing how to fluently add and subtract multi-digit decimals and whole numbers using standard algorithms *using* Manipulatives*,* Word Wall*, and* White Boards*.*	**VU:** Patterns, standard algorithm, addition, subtraction, whole numbers **LFC:** Present tense, transition words **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 multi-digit decimals and whole numbers with standard algorithms in L1 and/or use gestures, examples, and selected, technical words.	Demonstrate and explain orally and in writing how to fluently add and subtract multi-digit decimals and whole numbers with standard algorithms in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to fluently add and subtract multi-digit decimals and whole numbers with standard algorithms using key, technical vocabulary in simple sentences.	Demonstrate and explain orally and in writing how to fluently add and subtract multi-digit decimals and whole numbers with standard algorithms using key, technical vocabulary in expanded sentences.	Demonstrate and explain orally and in writing how to fluently add and subtract multi-digit decimals and whole numbers with standard algorithms using technical vocabulary in complex sentences.
Learning Supports	Manipulatives White Board Small group Word/picture wall L1 text and/or support	Manipulatives White Board Small group Word/picture wall L1 text and/or support	Manipulatives White Board Small group Word Wall	Manipulatives White Board Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Pictures/illustrations	Sentence frames			

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: 4.NBT.4 WIDA ELDS: 3 Speaking Reading	Add and subtract two multi-digit whole numbers using the standard algorithm fluently (with speed and accuracy) without a calculator.		Sequence orally the steps needed to add and subtract two multi-digit whole numbers *using* Small group/ triads*,* White Board*, and* Sentence Frame.		**VU:** Add, subtract, digit, whole numbers, algorithms **LFC:** Imperatives, transition words, ordinal numbers **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Sequence orally the steps needed to add and subtract two multi-digit whole numbers in L1 and/or use Gestures, examples, and selected, technical words.	Sequence orally the steps needed to add and subtract two multi-digit whole numbers in L1 and/ or use selected, technical vocabulary in phrases and short sentences.	Sequence orally the steps needed to add and subtract two multi-digit whole numbers using key, technical vocabulary in simple sentences.	Sequence orally the steps needed to add and subtract two multi-digit whole numbers using key, technical vocabulary in expanded sentences.	Sequence orally the steps needed to add and subtract two multi-digit whole numbers using technical vocabulary in complex sentences.
Learning Supports	Small group/ triads White Board Cloze Activity Word/picture wall L1 text and/or support Teacher Support	Small group/ triads White Board Word/picture wall L1 text and/or support Sentence Frame	Small group/ triads White Board Word Wall	Small group/ triads White Board	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed

ELL SCAFFOLD- CCSS

SLO: 2 CCSS: 4.NBT.5 WIDA ELDS: 3 Speaking Reading Writing	Use strategies to multiply multi-digit numbers and explain the answer using equations, rectangular arrays, and area models (up to 4-digits by 1-digit or 2-digits by 2-digits).		Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models *using small groups,* White Board*s, and sentence frames.*		**VU:** Rectangular arrays, area models, multiplication, solution **LFC:** Imperatives, transition words, ordinal numbers **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models in L1 and/or use gestures, examples, and selected, technical words.	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models in L1 and/ or use selected, technical vocabulary in phrases and short sentences.	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models using key, technical vocabulary in simple sentences.	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models using key, technical vocabulary in expanded sentences.	Sequence orally and in writing how to multiply whole numbers and explain the calculation by using equations, rectangular arrays, and/or area models using technical vocabulary in complex sentences.
Learning Supports	Small group White Board Cloze Activity Word/picture wall L1 text and/or support Pictures/illustrations	Small group White Board Word/picture wall L1 text and/or support Sentence frames	Small group White Board Word Wall	Small group White Board	

	Student Learning Objective (SLO)	Language Objective	Language Needed

ELL SCAFFOLD- CCSS

SLO: 3 CCSS: 4.NBT.6 WIDA ELDS: 3 Speaking Reading Writing	Use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models.		Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models *using* L1 support*, a* Peer Coach*, and Learnzillion.com* *weblink: http://learnzillion.com/lessons/26-solve-division-problems-using-array*		**VU:** One-digit, divisors, strategies **LFC:** Modals (would, could, might), transition words, ordinal numbers **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models in L1 and/or use gestures, examples, and selected, technical words.	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models in L1 and/ or use selected, technical vocabulary in phrases and short sentences.	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models using key, technical vocabulary in simple sentences.	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models using key, technical vocabulary in expanded and some complex sentences.	Summarize how to use strategies to divide multi-digit dividends by one-digit divisors and explain the answer using equations, rectangular arrays, and area models using technical vocabulary in complex sentences.
Learning Supports	Peer Coach Word/Picture Bank L1 text and/or support Cloze Activity	Peer Coach Word/Picture Bank L1 text and/or support Sentence frames	Peer Coach Word Bank Sentence Starter	Peer Coach	

NUMBER & OPERATIONS – FRACTIONS

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 4.NF.1 WIDA ELDS: 3 Speaking Reading Writing	Recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models.		Retell how to recognize and generate equivalent fractions and explain why they are equivalent *using* Visuals, Math Journal, *and* Note Cards.		**VU:** Equivalent fractions, fractions, recognize, generate **LFC:** Past tense verbs, transitional phrases, ordinal numbers, complex sentences **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models in L1 and/or use gestures, examples, and selected, technical words.	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models using key, technical vocabulary in simple sentences.	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models using key, technical vocabulary in expanded and some complex sentences.	Retell how to recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models using technical vocabulary in complex sentences.
Learning Supports	Note Cards Math Journal Visuals Small group Word/picture wall L1 text and/or support Cloze Activity	Note Cards Math Journal Visuals Small group Word/picture wall L1 text and/or support Sentence frames	Note Cards Math Journal Visuals	Note Cards Math Journal	Note Cards

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 4.NF.2 WIDA ELDS: 3 Reading Writing	Compare two fractions with different numerators and different denominators using >, <, and = and justify the comparison by using visual fraction models (recognizing the comparison is valid only when two fractions refer to the same whole).		Justify in writing how to compare two fractions with different numerators and different denominators *using* Sentence Frame*, a* Word Bank*, and a partner.*		**VU:** Fractions, quantities, numerators, denominators, tools, symbols, justify **LFC:** Present tense, transition words, comparatives, complex sentences **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Justify in writing how to compare two fractions with different numerators and different denominators in L1 and/or use Gestures, examples, and selected, technical words.	Justify in writing how to compare two fractions with different numerators and different denominators in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Justify in writing how to compare two fractions with different numerators and different denominators using key, technical vocabulary in simple sentences.	Justify in writing how to compare two fractions with different numerators and different denominators using key, technical vocabulary in expanded sentences.	Justify in writing how to compare two fractions with different numerators and different denominators using technical vocabulary in complex sentences.
Learning Supports	Partner work Word/Picture Bank Cloze Activity L1 text and/or support Teacher Support Peer Coach	Partner work Word/Picture Bank Sentence Frame L1 text and/or support Teacher Support Peer Coach	Partner work Word Bank Sentence Starter	Partner work Word Bank	Partner work

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 4.NF.3 WIDA ELDS: 3 Speaking Reading Writing	Decompose a fraction into a sum of fractions with the same denominator in more than one way; record the decomposition as an equation and justify with a visual fraction model.		Justify orally and in writing how to compare two fractions with different numerators and different denominators *using group work,* White Board*, and* L1 support.		**VU:** Decomposed fractions, quantities, visual fraction model **LFC:** Imperatives, transition words, ordinal numbers **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Justify in writing how to compare two fractions with different numerators and different denominators in L1 and/or use Gestures, examples, and selected, technical words.	Justify in writing how to compare two fractions with different numerators and different denominators in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Justify in writing how to compare two fractions with different numerators and different denominators using key, technical vocabulary in simple sentences.	Justify in writing how to compare two fractions with different numerators and different denominators using key, technical vocabulary in expanded sentences.	Justify in writing how to compare two fractions with different numerators and different denominators using technical vocabulary in complex sentences.
Learning Supports	Small group/ triads White Board Cloze Activity Word Wall L1 text and/or support Visuals	Small group/ triads White Board Word Wall L1 text and/or support Sentence Frame	Small group/ triads White Board Word Wall	Small group/ triads White Board	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 4.NF.3 WIDA ELDS: 3 Speaking Reading Writing	Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction.		Summarize orally and in writing how to add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction *using* L1 support*, a checklist of steps, and a* Math Journal*.*		**VU:** Addition, subtraction, mixed number fractions, equivalent fractions **LFC:** Modals (would, could, might), transition words, ordinal numbers, imperative tense **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize orally and in writing how to add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction in L1 and/or use Gestures, examples, and selected, technical words.	Summarize orally and in writing how to add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Summarize orally and in writing how to add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction using key, technical vocabulary in simple sentences.	Summarize orally and in writing how to add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction using key, technical vocabulary in expanded sentences.	Summarize orally and in writing how to add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction using technical vocabulary in complex sentences.
Learning Supports	Math Journal Small group/ triads Checklist of Steps Word Wall L1 text and/or support Sentence Frame Teacher Support Cloze Activity Word Bank	Math Journal Small group/ triads Checklist of Steps Word Wall L1 text and/or support Sentence Frame Note Cards Teacher Support	Math Journal Small group/ triads Checklist of Steps	Math Journal Small group/ triads	Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 5 CCSS: 4.NF.3 WIDA ELDS: 3 Speaking Writing	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Retell how to solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators *using* Visuals, Math Journals*, and* Note Cards.	**VU:** Fraction quantities, addition and subtraction word problems, sum, difference **LFC:** Past tense verbs, transitional phrases, ordinal numbers, complex sentences **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell how to solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators in L1 and/or use Gestures, examples, and selected, technical words.	Retell how to solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Retell how to solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators using key, technical vocabulary in simple sentences.	Retell how to solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators using key, technical vocabulary in expanded sentences.	Retell how to solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators using technical vocabulary in complex sentences.
Learning Supports	Note Cards Math Journal Visuals Small group/ triads Word/picture wall L1 text and/or support Cloze Activity Multiple Resources	Note Cards Math Journal Visuals Small group/ triads Word/picture wall L1 text and/or support Sentence Frame	Note Cards Math Journal Visuals	Note Cards Math Journal	Note Cards

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 4.NF.4 WIDA ELDS: 3 Speaking Writing	Multiply a fraction by a whole number using visual fraction models and equations, demonstrating a fraction a/b as a multiple of 1/b.		Illustrate and describe orally and in writing how to multiply a fraction by a whole number using visual fraction models and equations *using manipulatives, drawings, verbal scaffolds and a word wall.*		**VU:** Multiplication, fractions, equations, visual fraction models, patterns, whole numbers **LFC:** Present tense, transition words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Illustrate and describe orally and in writing how to multiply a fraction by a whole number using visual fraction models and equations, in L1 and/or use gestures, pictures and selected words.	Illustrate and describe orally and in writing how to multiply a fraction by a whole number using visual fraction models and equations, in L1 and/or use selected vocabulary in phrases and short sentences.	Illustrate and describe orally and in writing how to multiply a fraction by a whole number using visual fraction models and equations, using key vocabulary in simple sentences.	Illustrate and describe orally and in writing how to multiply a fraction by a whole number using visual fraction models and equations, using key, technical vocabulary in expanded sentences.	Illustrate and describe orally and in writing how to multiply a fraction by a whole number using visual fraction models and equations, using technical vocabulary in complex sentences.
Learning Supports	Manipulatives White Board Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Manipulatives White Board Small group Word/picture wall L1 text and/or support Sentence frames	Manipulatives White Board Small group Word wall Sentence Starter	Manipulatives White Board Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 2 CCSS: 4.NF.4 WIDA ELDS: 3 Speaking Writing	Solve 1-step word problems involving multiplication of a fraction by a whole number. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	Explain how to write and solve 1-step word problems involving multiplication of a fraction by a whole number *using manipulatives, drawings and a word wall*.	**VU:** Solution, multiplication, whole number, rectangles, area, perimeter, fractions **LFC:** Present tense **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how to write and solve 1-step word problems involving multiplication of a fraction by a whole number in L1 and/or use gestures, pictures and selected words.	Explain how to write and solve 1-step word problems involving multiplication of a fraction by a whole number in L1 and/or use selected technical vocabulary in phrases and short sentences.	Explain how to write and solve 1-step word problems involving multiplication of a fraction by a whole number using key vocabulary in simple sentences.	Explain how to write and solve 1-step word problems involving multiplication of a fraction by a whole number using key, technical vocabulary in expanded sentences.	Explain how to write and solve 1-step word problems involving multiplication of a fraction by a whole number using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Manipulatives Small group Word/picture wall L1 text and/or support Sentence frames	Manipulatives Small group Word wall Sentence Starter	Manipulatives Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 3 CCSS: 4.NF.5 WIDA ELDS: 3 Speaking Writing	Add two fractions with respective denominators of 10 and 100 by writing each fraction as a fraction with denominator 100.	Demonstrate and explain orally and in writing how to add two fractions with respective denominators of 10 and 100 by writing each fraction as a fraction with denominator 100 *using manipulatives, white board, word wall and math journal.*	**VU:** Fractions, denominator, addition **LFC:** Present tense, transition words **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 add two fractions with respective denominators of 10 and 100 in L1 and/or use gestures, pictures and selected words.	Demonstrate and explain orally and in writing how to add two fractions with respective denominators of 10 and 100 in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to add two fractions with respective denominators of 10 and 100 using key vocabulary in simple sentences.	Demonstrate and explain orally and in writing how to add two fractions with respective denominators of 10 and 100 using key, technical vocabulary in expanded sentences.	Demonstrate and explain orally and in writing how to add two fractions with respective denominators of 10 and 100 using technical vocabulary in complex sentences.
Learning Supports	Manipulatives White Board Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Manipulatives White Board Small group Word/picture wall L1 text and/or support Sentence frames	Manipulatives White Board Small group Word wall Sentence starter	Manipulatives White Board Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 4 CCSS: 4.NF.6 WIDA ELDS: 3 Speaking Writing	Use decimal notation to write fractions with denominators of 10 or 100 by writing each fraction as a fraction with denominator 100.	Demonstrate and explain orally and in writing how to use decimal notation to write fractions with denominators of 10 or 100 *using manipulatives, drawings,* White Board *and word wall.*	**VU:** Decimal notation, fractions, denominators **LFC:** Present tense, transition words **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 decimal notation to write fractions with denominators of 10 or 100 in L1 and/or use gestures, pictures and selected words.	Demonstrate and explain orally and in writing how to use decimal notation to write fractions with denominators of 10 or 100 in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to use decimal notation to write fractions with denominators of 10 or 100 using key vocabulary in simple sentences.	Demonstrate and explain orally and in writing how to use decimal notation to write fractions with denominators of 10 or 100 using key, technical vocabulary in expanded sentences.	Demonstrate and explain orally and in writing how to use decimal notation to write fractions with denominators of 10 or 100 using technical vocabulary in complex sentences.
Learning Supports	Manipulatives White Board Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Manipulatives White Board Small group Word/picture wall L1 text and/or support Sentence frames	Manipulatives White Board Small group Word wall Sentence Starter	Manipulatives White Board Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: 4.NF.7 WIDA ELDS: 3 Speaking Writing	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols **>**, **=**, or **<**, and justify the conclusions, e.g., by using a visual model.		Explain orally and in writing how to compare two decimals to hundredths by reasoning about their size *using manipulatives, drawings, charts and small group.*		**VU:** Decimals, quantity, comparison, size, tools, symbols **LFC:** Present tense, transition words, Wh- questions **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing how to compare two decimals to hundredths by reasoning about their size using L1 and/or use gestures, pictures and selected, illustrated single words.	Explain orally and in writing how to compare two decimals to hundredths by reasoning about their size using L1 and/or use selected technical vocabulary in phrases and short sentences with diagrams.	Explain orally and in writing how to compare two decimals to hundredths by reasoning about their size using key, technical vocabulary in simple sentences.	Explain orally and in writing how to compare two decimals to hundredths by reasoning about their size using key, technical vocabulary in expanded sentences.	Explain orally and in writing how to compare two decimals to hundredths by reasoning about their size using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Illustrations/diagrams/drawings Charts Small group/ triads Word/Picture Wall L1 text and/or support Pictures Cloze Sentences	Manipulatives Illustrations/diagrams/drawings Charts Small group/ triads Word/Picture Wall L1 text and/or support Sentence Frame	Manipulatives Illustrations/diagrams/drawings Charts Small group/ triads Word Wall Sentence Starter	Manipulatives Illustrations/diagrams/drawings Charts Small group/ triads	Manipulatives Illustrations/diagrams/drawings

ELL SCAFFOLD- CCSS

MEASUREMENT & DATA

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 4.MD.1 WIDA ELDS: 3 Listening Writing Reading	Express measurement comparisons within a single system of measurement and record in a two-column chart within a single system of measurement; e.*g., know that 1 ft. is 12 times as long as 1 in.*		Demonstrate understanding of oral and written word problems by expressing measurement comparisons in writing *using* White Board*,* Partner work*, math reference sheet, and a* Word Bank*.*		**VU:** Units of measurement, comparison, quantities, two-column chart **LFC:** Present tense, imperative tense, sequence words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of oral and written word problems by expressing measurement comparisons in writing in L1 and/ use Gestures, examples, and selected, technical words.	Demonstrate understanding of oral and written word problems by expressing measurement comparisons in writing in L1 and/ or use selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of oral and written word problems by expressing measurement comparisons in writing using key, technical vocabulary in simple sentences.	Demonstrate understanding of oral and written word problems by expressing measurement comparisons in writing using key technical vocabulary in expanded sentences.	Demonstrate understanding of oral and written word problems by expressing measurement comparisons in writing using technical vocabulary in complex sentences.
Learning Supports	White Board Small group/ triads Word/Picture Bank Native language support Teacher Support Peer Coach Math reference sheet	White Board Small group/ triads Word/Picture Bank Native language support Teacher Support Peer Coach Math reference sheet	White Board Small group/ triads Word Bank Math reference sheet	White Board Small group/ triads Math reference sheet	White Board Math reference sheet

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: 4.MD.2 4.NF.4 WIDA ELDS: 3 Reading Writing	Solve word problems involving simple fractions or decimals that incorporate measurement comparisons of like units (including problems that require measurements given in a larger unit in terms of a smaller unit).		Demonstrate comprehension of word problems involving simple fractions and decimals that incorporate measurement comparisons by answering questions *using manipulatives, drawings and a word wall.*		**VU:** Fractions, decimals, measurement, number line diagrams, measurement scale **LFC:** Present tense, comparative terms, transition words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of word problems involving simple fractions and decimals that incorporate measurement comparisons by answering questions in L1 and/or use gestures, pictures and selected, words.	Demonstrate comprehension of word problems involving simple fractions and decimals that incorporate measurement comparisons by answering questions in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate comprehension of word problems involving simple fractions and decimals that incorporate measurement comparisons by answering questions using key vocabulary in simple sentences.	Demonstrate comprehension of word problems involving simple fractions and decimals that incorporate measurement comparisons by answering questions using key vocabulary in expanded sentences.	Demonstrate comprehension of word problems involving simple fractions and decimals that incorporate measurement comparisons by answering questions using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Pictures/illustrations	Manipulatives Small group Word/picture wall L1 text and/or support	Manipulatives Small group Word wall	Manipulatives Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 4.MD.3 WIDA ELDS: 3 Speaking Writing	Apply area and perimeter formulas for rectangles in real world math problems (whole numbers).		Demonstrate comprehension of computing area and perimeter formulas by explaining orally and in writing how to solve real world math problems *using manipulatives, verbal scaffolds, drawings and a word wall.*		**VU:** Area, perimeter, rectangle, whole numbers **LFC:** Cause/effect statements and transition words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of computing area and perimeter formulas by explaining orally and in writing how to solve real world math problems in L1 and/or use gestures, pictures and selected, words.	Demonstrate comprehension of computing area and perimeter formulas by explaining orally and in writing how to solve real world math problems in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate comprehension of computing area and perimeter formulas by explaining orally and in writing how to solve real world math problems using key, technical vocabulary in simple sentences.	Demonstrate comprehension of computing area and perimeter formulas by explaining orally and in writing how to solve real world math problems using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of computing area and perimeter formulas by explaining orally and in writing how to solve real world math problems using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Manipulatives Small group Word/picture wall L1 text and/or support Sentence frames	Manipulatives Small group Word wall Sentence Starter	Manipulatives Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 4.MD.4 WIDA ELDS: 3 Speaking Writing	Make a line plot to display a data set in measurements in fractions of a unit (1/2, 1/4, 1/8) and use it to solve problems involving addition and subtraction of fractions with like denominators.		Demonstrate and explain orally and in writing how to make a line plot to display a data set in measurements in fractions of a unit (1/2, 1/4, 1/8) and use it to solve problems involving addition and subtraction of fractions with like denominators *using manipulatives, number line, verbal scaffolds, drawings and a word wall.* *Note: ELLs may not be familiar with U.S. measurements and fractions.*		**VU:** Diagrams, graphs, line plot, addition and subtraction with fractions, measurements **LFC:** Present tense, imperative tense, sequence words **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 make a line plot to display a data set in measurements in fractions of a unit and use it to solve problems involving addition and subtraction of fractions with like denominators in L1 and/or use gestures, pictures and selected, words.	Demonstrate and explain orally and in writing how to make a line plot to display a data set in measurements in fractions of a unit and use it to solve problems involving addition and subtraction of fractions with like denominators in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to make a line plot to display a data set in measurements in fractions of a unit and use it to solve problems involving addition and subtraction of fractions with like denominators using key vocabulary in simple sentences.	Demonstrate and explain orally and in writing how to make a line plot to display a data set in measurements in fractions of a unit and use it to solve problems involving addition and subtraction of fractions with like denominators using key vocabulary in expanded sentences.	Demonstrate and explain orally and in writing how to make a line plot to display a data set in measurements in fractions of a unit and use it to solve problems involving addition and subtraction of fractions with like denominators using technical vocabulary in complex sentences.
Learning Supports	Manipulatives White Board Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Manipulatives White Board Small group Word/picture wall L1 text and/or support Sentence frames	Manipulatives White Board Small group Word wall Sentence Starter	Manipulatives White Board Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 4.MD.5 WIDA ELDS: 3 Reading Writing	Determine the measure of an angle in degrees. The two rays of an angle share a common endpoint. If that endpoint is located at the center of a circle, the fraction of the circular arc (between the points where the rays intersect the circle) measures the angle in degrees. A "degree" is defined as 1/360 (one degree angle) of the entire circle; and an angle that turns **n** one degree angles is said to measure **n** degrees.		Demonstrate comprehension of written problems by identifying the **n** degrees that an angle has turned *using manipulatives, whiteboard, word wall and math journal*.		**VU:** Angles, degrees, clock-wise **LFC:** Present tense, imperative, Wh- questions **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of problems written in L1 and/or with pictures, diagrams selected words by identifying the **n** degrees that an angle has turned.	Demonstrate comprehension of problems written in L1 and/or with selected technical vocabulary in phrases and short sentences by identifying the **n** degrees that an angle has turned.	Demonstrate comprehension of problems written with key vocabulary in simple sentences by identifying the **n** degrees that an angle has turned.	Demonstrate comprehension of problems written with key, content vocabulary in expanded sentences by identifying the **n** degrees that an angle has turned.	Demonstrate comprehension of problems written with content vocabulary in complex sentences by identifying the **n** degrees that an angle has turned.
Learning Supports	Manipulatives White Board Small group/ triads Word/Picture Wall L1 text and/or support Pictures/illustrations Math Journal	Manipulatives White Board Small group/ triads Word/Picture Wall L1 text and/or support Math Journal	Manipulatives White Board Small group/ triads Word Wall Math Journal	Manipulatives White Board Small group/ triads Math Journal	Manipulatives Math Journal

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 4.MD.6 WIDA ELDS: 3 Speaking Writing	Use a protractor to measure angles in whole number degrees and sketch angles of specific measures.		Describe and explain orally and in writing how to measure angles in whole-number degrees using a protractor and sketch angles of specified measure *using manipulatives, drawings and a word wall.*		**VU:** Angles, protractor, tools, whole numbers, degrees **LFC:** present tense, transitional words **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 use measure angles in whole-number degrees using a protractor and sketch angles of specified measure in L1 and/or use gestures, pictures and selected single words.	Describe and explain orally and in writing how to use measure angles in whole-number degrees using a protractor and sketch angles of specified measure in L1 and/or use selected vocabulary in phrases and short sentences.	Describe and explain orally and in writing how to use measure angles in whole-number degrees using a protractor and sketch angles of specified measure using key vocabulary in simple sentences.	Describe and explain orally and in writing how to use measure angles in whole-number degrees using a protractor and sketch angles of specified measure using key vocabulary in expanded sentences.	Describe and explain orally and in writing how to use measure angles in whole-number degrees using a protractor and sketch angles of specified measure using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Small group Word/picture wall L1 text and/or support Pictures/illustrations Cloze Sentences	Manipulatives Small group Word/picture wall L1 text and/or support Sentence frames	Manipulatives Small group Word wall Sentence Starters	Manipulatives Small group	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: 4.MD.7 WIDA ELDS: 3 Listening Reading Writing	Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems using a symbol for an unknown angle measure.		Demonstrate comprehension of addition and subtraction problems of unknown angles on a diagram in real world and mathematical problems by identifying the solution *using word wall, whiteboard, math journal and small group.*		**VU:** Counter-clockwise, clockwise, swivel **LFC:** Present tense, sequence words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of addition and subtraction problems of unknown angles on a diagram in real world and mathematical problems by identifying the solution in L1 and/or use gestures, pictures and selected single words.	Demonstrate comprehension of addition and subtraction problems of unknown angles on a diagram in real world and mathematical problems by identifying the solution in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate comprehension of addition and subtraction problems of unknown angles on a diagram in real world and mathematical problems by identifying the solution using key vocabulary in simple sentences.	Demonstrate comprehension of addition and subtraction problems of unknown angles on a diagram in real world and mathematical problems by identifying the solution using key vocabulary in expanded sentences.	Demonstrate comprehension of addition and subtraction problems of unknown angles on a diagram in real world and mathematical problems by identifying the solution using technical vocabulary in complex sentences.
Learning Supports	Small group/ triads Word/Picture Wall L1 text and/or support Pictures/illustrations Math Journal White Board Highlighted Words/Boldface Words	Small group/ triads Word/Picture Wall L1 text and/or support Math Journal White Board Highlighted Words/Boldface Words	Small group/ triads Word Wall Math Journal White Board Highlighted Words/Boldface Words	Small group/ triads Math Journal White Board	Math Journal

ELL SCAFFOLD- CCSS

GEOMETRY

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 4.G.1 WIDA ELDS: 3 Reading Writing	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures.		Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures *using modeling, drawings, charts and a word wall.*		**VU:** Acute, obtuse, right angle, line segments, rays, perpendicular and parallel lines **LFC:** Present tense, transition words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written in L1 and/or using gestures, models and selected, single words.	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written in L1 and/or with selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written with key, technical vocabulary in simple sentences.	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written with key, technical vocabulary in expanded sentences.	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written with technical vocabulary in complex sentences.
Learning Supports	Modeling Charts Illustrations/diagrams/drawings Word/Picture Wall text and/or support Pictures Highlighted Words/Boldface Words	Modeling Charts Illustrations/diagrams/drawings Small group/ triads Word/Picture Wall L1 text and/or support Highlighted Words/Boldface Words	Charts Illustrations/diagrams/drawings Word Wall Highlighted Words/Boldface Words	Charts Illustrations/diagrams/drawings	Charts

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 4.G.1 WIDA ELDS: 3 Reading Writing	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures.		Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures *using modeling, drawings, charts and a word wall.*		**VU:** Acute, obtuse, right angle, line segments, rays, perpendicular and parallel lines **LFC:** Present tense, transition words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written in L1 and/or using gestures, models and selected, single words.	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written in L1 and/or with selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written with key, technical vocabulary in simple sentences.	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written with key, technical vocabulary in expanded sentences.	Demonstrate comprehension of lines, rays, types of angles and perpendicular and parallel lines by identifying and drawing them in two-dimensional figures after reading problems written with technical vocabulary in complex sentences.
Learning Supports	Modeling Charts Illustrations/diagrams/drawings Word/Picture Wall L1 text and/or support Pictures Highlighted Words/Boldface Words	Modeling Charts Illustrations/diagrams/drawings Small group/ triads Word/Picture Wall L1 text and/or support Highlighted Words/Boldface Words	Charts Illustrations/diagrams/drawings Word Wall Highlighted Words/Boldface Words	Charts Illustrations/diagrams/drawings	Charts

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 4.G.2 WIDA ELDS: 3 Speaking Reading Listening	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specific size. Recognize right angles as a category, and identify right triangles. Note: "Figures" need not be standard named shapes		Demonstrate comprehension by orally classifying two-dimensional figures based on the presence or absence of parallel or perpendicular lines, and specific angles (obtuse, acute, right) *using word wall, anchor charts, whiteboard, math journal and small group.*		**VU:** Two dimensional figures, parallel lines, perpendicular lines, angles, right triangles **LFC:** Present tense, imperative tense, sequence words **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension by orally classifying two-dimensional figures based on the presence or absence of parallel or perpendicular lines, and specific angles (obtuse, acute, right) using L1 and/or gestures and selected, illustrated single words.	Demonstrate comprehension by orally classifying two-dimensional figures based on the presence or absence of parallel or perpendicular lines, and specific angles (obtuse, acute, right) using L1 and/or selected technical vocabulary in phrases and short sentences with illustrations.	Demonstrate comprehension by orally classifying two-dimensional figures based on the presence or absence of parallel or perpendicular lines, and specific angles (obtuse, acute, right) using key, technical vocabulary in simple sentences.	Demonstrate comprehension by orally classifying two-dimensional figures based on the presence or absence of parallel or perpendicular lines, and specific angles (obtuse, acute, right) using key, technical vocabulary in expanded sentences.	Demonstrate comprehension by orally classifying two-dimensional figures based on the presence or absence of parallel or perpendicular lines, and specific angles (obtuse, acute, right) using technical vocabulary in complex sentences.
Learning Supports	Anchor Charts Small group/ triads Word/Picture Wall L1 text and/or support Pictures/illustrations Math Journal White Board	Anchor Charts Small group/ triads Word/Picture Wall L1 text and/or support Sentence Frame Math Journal White Board	Anchor Charts Small group/ triads Word Wall Math Journal White Board	Anchor Charts Small group/ triads Math Journal White Board	Anchor Charts Whiteboard

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: 4.G.3 WIDA ELDS: 3 Speaking Writing	Draw lines of symmetry and identify line-symmetric figures.		Demonstrate and explain orally and in writing how to draw lines of symmetry and identify line-symmetric figures *using modeling, drawings, anchor charts and a word wall.*		**VU:** Lines of symmetry, line-symmetric figures **LFC:** Cause and effect signal words **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 draw lines of symmetry and identify line-symmetric figures in L1 and/or use gestures, drawings and selected single words.	Demonstrate and explain orally and in writing how to draw lines of symmetry and identify line-symmetric figures in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate and explain orally and in writing how to draw lines of symmetry and identify line-symmetric figures using key vocabulary in simple sentences.	Demonstrate and explain orally and in writing how to draw lines of symmetry and identify line-symmetric figures using key vocabulary in expanding sentences.	Demonstrate and explain orally and in writing how to draw lines of symmetry and identify line-symmetric figures using technical vocabulary in complex sentences.
Learning Supports	Anchor Charts Small group/ triads Word/Picture Wall L1 text and/or support Pictures Cloze Sentences	Anchor Charts Small group/ triads Word/Picture Wall L1 text and/or support Sentence Frame	Anchor Charts Small group/ triads Word Wall Sentence Starter	Anchor Charts Small group/ triads	Anchor Charts