

# ELL SCAFFOLD- CCSS

## OPERATIONS & ALGEBRAIC THINKING

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: 5.OA.1 WIDA ELDS: 3 Reading Speaking	Evaluate numerical expressions with parentheses, brackets or braces.		<u>Demonstrate comprehension</u> of numerical expressions with parentheses, brackets or braces by finding solutions using <a href="#">Manipulatives</a> , <a href="#">drawings</a> , and a <a href="#">Word Wall</a> .  <u>Explain</u> orally how to find the value of the expressions using a <a href="#">Word Wall</a> and <i>personal math dictionary</i> .		<b>VU:</b> Value, simplify, expression, except, operation
					<b>LFC:</b> Present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of numerical expressions with parentheses, brackets or braces by finding the solutions. Explain orally how to find the value of the expressions in L1 and/or use gestures, pictures and selected single words	Demonstrate comprehension of numerical expressions with parentheses, brackets or braces by finding the solutions. Explain orally how to find the value of the expressions in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate comprehension of numerical expressions with parentheses, brackets or braces by finding the solutions. Explain orally how to find the value of the expressions using key technical vocabulary in a series of simple sentences	Demonstrate comprehension of numerical expressions with parentheses, brackets or braces by finding the solutions. Explain orally how to find the value of the expressions using key technical vocabulary in expanded sentences.	Demonstrate comprehension of numerical expressions with parentheses, brackets or braces by finding the solutions. Explain orally how to find the value of the expressions using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Sentence Starter</a> <a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">Cognates</a>	<a href="#">Manipulatives</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> CCSS: 5.OA.2 WIDA ELDS: 3 Listening Writing	Write numerical expressions when given a word problem or a scenario in words and use words to interpret numerical expressions.		Listen to and demonstrate understanding of a given word problem or scenario in words by writing numerical expressions; use words to interpret the numerical expressions using <a href="#">Manipulatives</a> , <a href="#">Illustrations/diagrams/drawings</a> , a <a href="#">Word Wall</a> , an <a href="#">Multilingual Math Glossary</a> (link to), additional <a href="#">L1 text and/or support</a> and <a href="#">Cognates</a> .		<b>VU:</b> Divide, sum, product, multiply, add,
					<b>LFC:</b> Applicable tense of word problems
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to and demonstrate understanding by writing the numerical expressions of a given word problem or scenario which uses technical vocabulary in complex sentences in L1 and/or accompanied by the use of gestures, pictures and selected words. Use words to interpret the numerical expression.	Listen to and demonstrate understanding by writing the numerical expressions of a given word problem or scenario which uses technical vocabulary in complex sentences in L1 and/or selected vocabulary in phrases and short sentences. Use words to interpret the numerical expression.	Listen to and demonstrate understanding by writing the numerical expressions of a given word problem or scenario which uses key technical vocabulary in a series of simple sentences. Use words to interpret the numerical expression.	Listen to and demonstrate understanding by writing the numerical expressions of a given word problem or scenario which uses key technical vocabulary in expanded sentences. Use words to interpret the numerical expression.	Listen to and demonstrate understanding by writing the numerical expressions of a given word problem or scenario which uses technical vocabulary in complex sentences. Use words to interpret the numerical expression.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> CCSS: 5.OA.3 WIDA ELDS: 3 Listening Reading Speaking Writing	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. Explain informally why this is so.		<u>Demonstrate</u> comprehension of oral and written problems using two given rules to generate two numerical patterns and <u>identify</u> apparent relationships between corresponding terms. After forming and graphing ordered pairs consisting of corresponding terms from the two patterns <u>explain</u> how they are related using learning supports.		<b>VU:</b> Pattern, sequence, graph (as a noun and as a verb), went up
					<b>LFC:</b> Noun vs. verb (as in graph), present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral and written problems using two rules to generate two patterns and identify relationships between corresponding terms. After forming and graphing ordered pairs of corresponding terms, explain how they are related in L1 and/or using gestures, diagrams and selected words.	Demonstrate comprehension of oral and written problems using two rules to generate two patterns and identify relationships between corresponding terms. After forming and graphing ordered pairs of corresponding terms, explain how they are related in L1 and/or selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of oral and written problems using two rules to generate two patterns and identify relationships between corresponding terms. After forming and graphing ordered pairs of corresponding terms, explain how they are related using key vocabulary in simple sentences.	Demonstrate comprehension of oral and written problems using two rules to generate two patterns and identify relationships between corresponding terms. After forming and graphing ordered pairs of corresponding terms, explain how they are related using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of oral and written problems using two rules to generate two patterns and identify relationships between corresponding terms. After forming and graphing ordered pairs of corresponding terms, explain how they are related using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>

# ELL SCAFFOLD- CCSS

## NUMBER & OPERATIONS IN BASE TEN

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: 5.NBT.1 WIDA ELDS: 3 Speaking Writing	Describe the place value of numeral digits relative to both the place to the right and the place to the left (decimal to hundredths and whole numbers to billions).		<u>Describe</u> orally and in writing the place value of numeral digits relative to both the place to the right and the place to the left (decimal to hundredths and whole numbers to billions) using <a href="#">Illustrations/diagrams/drawings</a> , Word Wall, <a href="#">Multilingual Math Glossary</a> , and <a href="#">Place Value Chart</a> .  <i>*NOTE: Words that deal with place value, such as hundred vs. hundredths must also be taught explicitly to ELLs</i>		<b>VU:</b> Place value*, times, digit, value, whole number <b>LFC:</b> Comparisons, prepositional phrases <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Describe the place value of numeral digits relative to both the place to the right and the place to the left orally and in writing in L1 and/or use gestures and selected technical words.	Describe the place value of numeral digits relative to both the place to the right and the place to the left orally and in writing in L1 and/or use selected technical vocabulary phrases and short sentences.	Describe the place value of numeral digits relative to both the place to the right and the place to the left orally and in writing using key vocabulary in a series of simple sentences.	Describe the place value of numeral digits relative to both the place to the right and the place to the left orally and in writing using key vocabulary in expanded and some complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Place Value Chart</a> Cloze sentences	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Place Value Chart</a> <a href="#">Sentence Frame</a>	<a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">Cognates</a> <a href="#">Place Value Chart</a> <a href="#">Sentence Starter</a>	<a href="#">Multilingual Math Glossary</a> <a href="#">Cognates</a> <a href="#">Place Value Chart</a>	<a href="#">Place Value Chart</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> CCSS: 5.NBT.1 WIDA ELDS: 3 Reading Speaking Writing	Explain the “ten times” or 1/10 relationships for place values in multi-digit numbers moving right or left across the places.		Describe or explain orally and in writing the “ten times” or 1/10 relationships for place values in multi-digit numbers moving right or left across the places using a <a href="#">Charts/Posters</a> (blank- place value), <a href="#">Manipulatives</a> , <a href="#">Illustrations/diagrams/drawings</a> , <a href="#">Word Wall</a> and <a href="#">Multilingual Math Glossary</a> .  <i>NOTE for SLO 3: An ELL may have difficulty deciphering the phrase, “how many times as much” or “how many times” in word problems such as these. This must be taught explicitly.</i>		<b>VU:</b> Place value, how many times (see note), digit
					<b>LFC:</b> Present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe or explain orally and in writing the “ten times” or 1/10 relationships for place values in multi-digit numbers moving right or left across the places in L1 and/or using gestures, pictures and selected words	Describe or explain orally and in writing the “ten times” or 1/10 relationships for place values in multi-digit numbers moving right or left across the places in L1 and/or using selected vocabulary in phrases and short sentences.	Describe or explain orally and in writing the “ten times” or 1/10 relationships for place values in multi-digit numbers moving right or left across the places using key technical vocabulary in a series of simple sentences.	Describe or explain orally and in writing the “ten times” or 1/10 relationships for place values in multi-digit numbers moving right or left across the places using key technical vocabulary in expanded sentences.	Describe or explain orally and in writing the “ten times” or 1/10 relationships for place values in multi-digit numbers moving right or left across the places using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Charts/Posters</a> (blank- place value) <a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawing</a> s <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawing</a> s <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> CCSS: 5.NBT.2 WIDA ELDS: 3 Reading Speaking Writing	Recognize and explain patterns of the number of zeros and the placement of the decimal point in a product or quotient when a number is multiplied or divided by powers of 10		Explain orally and in writing the patterns of the number of zeros and the placement of the decimal point in a product or quotient when a number is multiplied or divided by powers of 10 using <a href="#">Charts/Posters</a> (blank- place value), <a href="#">Illustrations/diagrams/drawings</a> , <a href="#">Sentence Starter</a> and a <a href="#">Multilingual Math Glossary</a> .		<b>VU:</b> Positive, power, product, relate, divided by, whole number
					<b>LFC:</b> Present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing the patterns of the number of zeros and the placement of the decimal point in a product or quotient in L1 and/or use gestures, pictures and selected words.	Explain orally and in writing the patterns of the number of zeros and the placement of the decimal point in a product or quotient in L1 and/or use selected vocabulary in phrases and short sentences.	Explain orally and in writing the patterns of the number of zeros and the placement of the decimal point in a product or quotient using key technical vocabulary in a series of simple sentences	Explain orally and in writing the patterns of the number of zeros and the placement of the decimal point in a product or quotient using key technical vocabulary in expanded sentences.	Explain orally and in writing the patterns of the number of zeros and the placement of the decimal point in a product or quotient using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Charts/Posters</a> (blank- place value) <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Sentence Frame</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Word/Picture Wall</a>	<a href="#">Charts/Posters</a> (blank- place value) <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Sentence Starter</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Word/Picture Wall</a>	<a href="#">Charts/Posters</a> (blank- place value) <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Word Wall</a>	<a href="#">Multilingual Math Glossary</a> (link to) <a href="#">Cognates</a>	<a href="#">Multilingual Math Glossary</a> (link to)

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> CCSS: 5.NBT.4 WIDA ELDS: 3 Reading Listening Speaking Writing	Round a decimal to any place.		Read, listen to and understand a given word problem or math question dealing with rounding decimals to any place using <a href="#">Charts/Posters</a> (blank- place value), <i>number line</i> , <a href="#">Illustrations/diagrams/drawings</a> and a <a href="#">Multilingual Math Glossary</a> .  <i>NOTE: An ELL may have difficulty understanding “point” as a noun. This must be explicitly taught (multiple meaning word)</i>		<b>VU:</b> Whole number, tenth, hundredth, thousandth, etc., number line  <b>LFC:</b> Present Tense, superlatives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read, listen to and understand a given word problem or math question dealing with rounding decimals to any place in L1 and/or including gestures, diagrams and selected words	Read, listen to and understand a given word problem or math question dealing with rounding decimals to any place in L1 and/or including selected vocabulary in phrases and short sentences.	Read, listen to and understand a given word problem or math question dealing with rounding decimals to any place that includes key technical vocabulary in a series of simple sentences.	Read, listen to and understand a given word problem or math question dealing with rounding decimals to any place that includes key technical vocabulary in expanded sentences.	Read, listen to and understand a given word problem or math question dealing with rounding decimals to any place that includes technical vocabulary in multiple complex sentences.
Learning Supports	<a href="#">Charts/Posters</a> (blank- place value) <a href="#">Number Line</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 text and/or support</a>	<a href="#">Number Line</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a>	<a href="#">Number Line</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a>	<a href="#">Number Line</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to)	<a href="#">Number Line</a> <a href="#">Multilingual Math Glossary</a> (link to)

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> CCSS: 5.NBT.5 WIDA ELDS: 3 Reading Speaking Writing	Use the standard algorithm to multiply 3-digit whole numbers by 1-digit whole numbers.		<u>Read, listen to</u> and understand statements or questions referencing standard algorithms and multiplying 3-digit whole numbers by 1-digit whole numbers using <a href="#">Graphic Organizers</a> (for standard algorithm), a <a href="#">Word Wall</a> and a <a href="#">Multilingual Math Glossary</a> .		<b>VU:</b> Standard algorithm, product, value
					<b>LFC:</b> Present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read, listen to and understand statements or questions referencing standard algorithms and multiplying 3-digit whole numbers by 1-digit whole numbers in L1 and/or use gestures, <a href="#">Illustrations/diagrams/drawings</a> and selected words.	Read, listen to and understand statements or questions referencing standard algorithms and multiplying 3-digit whole numbers by 1-digit whole numbers in L1 and/or use selected vocabulary in phrases and short sentences.	Read, listen to and understand statements or questions referencing standard algorithms and multiplying 3-digit whole numbers by 1-digit whole numbers using key technical vocabulary in a series of simple sentences.	Read, listen to and understand statements or questions referencing standard algorithms and multiplying 3-digit whole numbers by 1-digit whole numbers using key technical vocabulary in expanded sentences.	Read, listen to and understand statements or questions referencing standard algorithms and multiplying 3-digit whole numbers by 1-digit whole numbers using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Graphic Organizers</a> (for standard algorithm) <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a>	<a href="#">Graphic Organizers</a> (for standard algorithm) <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a>	<a href="#">Graphic Organizers</a> (for standard algorithm) <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to)	<a href="#">Graphic Organizers</a> (for standard algorithm) <a href="#">Multilingual Math Glossary</a> (link to)	<a href="#">Graphic Organizers</a> (for standard algorithm)



# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> CCSS: 5.NBT.5 WIDA ELDS: 3 Speaking	Multiply multi-digit whole numbers using the standard algorithm. (no calculators).		Orally <u>explain</u> how to multiply multi-digit whole numbers using the standard algorithm using drawings, Word Wall, <a href="#">Multilingual Math Glossary</a> , Sentence Frame/ <i>starters</i> , and <i>models</i> .		<b>VU:</b> Standard algorithm, multiply
					<b>LFC:</b> Imperatives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally explain how to multiply multi-digit whole numbers in L1 and/or accompanied by the use of gestures, and selected, technical words.	Orally explain how to multiply multi-digit whole numbers in L1 and/or using selected technical vocabulary in phrases and short sentences.	Orally explain how to multiply multi-digit whole numbers using key, technical vocabulary in simple sentences.	Orally explain how to multiply multi-digit whole numbers using key, technical vocabulary in expanded sentences.	Orally explain how to multiply multi-digit whole numbers using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Teacher Modeling</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> Cloze sentences	<a href="#">Teacher Modeling</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence Frame</a>	<a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence Starter</a>	<a href="#">Multilingual Math Glossary</a> <a href="#">Word Wall</a>	<a href="#">Multilingual Math Glossary</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 8</b> CCSS: 5.NBT.5 WIDA ELDS: 3 Listening Reading	Fluently multiply multi-digit whole numbers using the standard algorithm.  Note: This is a fluency SLO, no calculators or finger counting should be used.		Demonstrate understanding of multiplication problems by fluently multiplying multi-digit whole numbers using the standard algorithm and using <i>manipulatives, drawings, L1 text and/or support</i> .		<b>VU:</b> Multiply, standard algorithm
					<b>LFC:</b> The imperative, present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of oral directions which use L1 and/or gestures, and selected words by fluently multiplying multi-digit whole numbers using the standard algorithm.	Demonstrate understanding of oral directions which use L1 and/or selected technical vocabulary in phrases by fluently multiplying multi-digit whole numbers using the standard algorithm.	Demonstrate understanding of oral directions which use key, technical vocabulary in simple sentences by fluently multiplying multi-digit whole numbers using the standard algorithm.	Demonstrate understanding of oral directions which use key, technical vocabulary in expanded sentences by fluently multiplying multi-digit whole numbers using the standard algorithm.	Demonstrate understanding of oral directions which use technical vocabulary in complex sentences by fluently multiplying multi-digit whole numbers using the standard algorithm.
Learning Supports	<a href="#">Manipulatives</a> Drawings/visuals <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> Drawings/visuals <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> Drawings <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> Drawings	<a href="#">Manipulatives</a>

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## ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 8</b> CCSS: 5.NBT.6 WIDA ELDS: 3 Reading Speaking Writing	Calculate whole number quotients with 4-digit dividends and 2-digit divisors and explain answers with equations, rectangular arrays, and area models.		<u>Explain</u> orally and in writing, calculations made with whole number quotients of 4-digit dividends and 2-digit divisors using equations, rectangular arrays, and area models through the use of <a href="#">Manipulatives</a> , <a href="#">Illustrations/diagrams/drawings</a> , <a href="#">a Word Wall</a> , and <a href="#">a Multilingual Math Glossary</a> .		<b>VU:</b> Quotient, divide, calculate, model, area
					<b>LFC:</b> Present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing, calculations made with whole number quotients, 4-digit dividends and 2-digit divisors using equations, rectangular arrays, and area models in L1 and/or use gestures, <a href="#">Illustrations/diagrams/drawings</a> and selected words.	Explain orally and in writing, calculations made with whole number quotients, 4-digit dividends and 2-digit divisors using equations, rectangular arrays, and area models in L1 and/or use selected vocabulary in phrases and short sentences.	Explain orally and in writing, calculations made with whole number quotients, 4-digit dividends and 2-digit divisors using equations, rectangular arrays, and area models using key vocabulary in a series of simple sentences	Explain orally and in writing, calculations made with whole number quotients, 4-digit dividends and 2-digit divisors using equations, rectangular arrays, and area models using key vocabulary in expanded sentences.	Explain orally and in writing, calculations made with whole number quotients, 4-digit dividends and 2-digit divisors using equations, rectangular arrays, and area models using precise vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>
	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS:	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and		<u>Demonstrate comprehension of</u> how to add, subtract, multiply, and divide decimals to hundredths using		<b>VU:</b> Value, equals, model

## ELL SCAFFOLD- CCSS

5.NBT.7 WIDA ELDS: 3 Reading Writing Listening	strategies based on place value, properties of operations, and/or the relationship between addition, subtraction, multiplication, and division.		strategies based on place value, properties of operations, and/or the relationship between addition, subtraction, multiplication, and division with the support of <i>manipulatives, drawings or models, online multilingual math glossary, and L1 text.</i>		<b>LFC:</b> The imperative, present tense
	Note all three strategies in this SLO.				<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of addition, subtraction, multiplication, and division of decimals to hundredths in written problems which use L1 and/or gestures, diagrams and selected words.	Demonstrate comprehension of addition, subtraction, multiplication, and division of decimals to hundredths in written problems which use L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of addition, subtraction, multiplication, and division of decimals to hundredths in written problems which use key vocabulary in simple sentences.	Demonstrate comprehension of addition, subtraction, multiplication, and division of decimals to hundredths in written problems which use key, technical vocabulary in expanded sentences.	Demonstrate comprehension of addition, subtraction, multiplication, and division of decimals to hundredths in written problems which use technical vocabulary in some complex sentences.
Learning Supports	<a href="#">Sentence Starter</a> <a href="#">Manipulatives</a> Drawings/models <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> Drawings/models <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>

	Student Learning Objective (SLO)	Language Objective	Language Needed
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## ELL SCAFFOLD- CCSS

<b>SLO: 2</b> CCSS: 5.NBT.7 WIDA ELDS: 3 Speaking	Add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; and, explain the reasoning used.		Orally <u>explain</u> the reasoning used to add, subtract, multiply, and divide decimals to hundredths using <a href="#">Sentence Starter</a> , drawings, Word Wall, <i>and</i> <a href="#">Multilingual Math Glossary</a> Cognates.		<b>VU:</b> Shade, grid, product, sum, equation, less than, more than, equal to (symbols)
					<b>LFC:</b> Present tense, imperatives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths in L1 and/or use gestures, <a href="#">Illustrations/diagrams/drawings</a> and selected, technical words.	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths and in L1 and/or use selected technical vocabulary in phrases and short sentences.	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths using key, technical vocabulary in simple sentences.	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths using key, technical vocabulary in expanded sentences.	Orally explain the reasoning used to add, subtract, multiply, and divide decimals to hundredths using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> Cloze sentences	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Sentence Frame</a>	<a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence Starter</a>	<a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a>	

## NUMBER & OPERATIONS – FRACTIONS

	Student Learning Objective (SLO)	Language Objective	Language Needed
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## ELL SCAFFOLD- CCSS

<b>SLO: 4</b> <b>CCSS:</b> <b>5.NF.1</b> <b>WIDA</b> <b>ELDS: 3</b> <b>Listening</b>	Add and subtract fractions (including mixed numbers) with unlike denominators.			<u>Demonstrate understanding of</u> addition and subtraction of fractions with unlike denominators after listening to oral explanation using <a href="#">Manipulatives</a> , <i>technology</i> , drawings, Word Wall, and <a href="#">Teacher Modeling</a> .		<b>VU:</b> Proper fractions, mixed numbers, add (plus), subtract (minus)
						<b>LFC:</b> Imperatives, present tense
						<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation in L1 and/or an explanation which used gestures, visuals and selected technical words.	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation in L1 and/or an explanation which used visuals and selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation which used key, technical vocabulary in simple sentences.	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation which used key technical vocabulary in expanded sentences.	Demonstrate understanding of addition and subtraction of fractions with unlike denominators after listening to oral explanation which used technical vocabulary in complex sentences.	
Learning Supports	<a href="#">Teacher Modeling</a> <a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> Technology tutorial <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Teacher Modeling</a> <a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> Technology tutorial <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Teacher Modeling</a> <a href="#">Manipulatives</a> Technology tutorial <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Teacher Modeling</a> <a href="#">Manipulatives</a> Technology tutorial	<a href="#">Manipulatives</a> Technology tutorial	

	Student Learning Objective (SLO)	Language Objective	Language Needed
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## ELL SCAFFOLD- CCSS

<b>SLO: 5</b> <b>CCSS:</b> <b>5.NF.2</b> <b>WIDA</b> <b>ELDS: 3</b> <b>Speaking</b> <b>Writing</b> <b>Reading</b>	Solve word problems involving adding or subtracting fractions including unlike denominators, and determine if the answer to the word problem is reasonable, using estimations with benchmark fractions.		After reading word problems, <u>demonstrate understanding</u> by adding or subtracting fractions with unlike denominators, and <u>explain</u> if the answer is reasonable using estimations with benchmark fractions <i>with the support of</i> <a href="#">Manipulatives</a> , drawings, Word Wall, <i>and</i> L1 text and/or support.		<b>VU:</b> Estimate (estimation), fraction, altogether (add)
					<b>LFC:</b> Transitional language, present tense, past tense, imperatives
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
<b>Language Objectives</b>	After reading multi-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable in L1 and/or using step-by step problems and gestures, drawings and selected technical words.	After reading multi-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable in L1 and/or using step-by step problems and selected technical vocabulary in phrases and short sentences.	After reading two-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable using key, technical vocabulary in simple sentences.	After reading multi-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable using key, technical vocabulary in expanded sentences.	After reading multi-step word problems, demonstrate understanding by adding or subtracting fractions with unlike denominators, and explain if the answer is reasonable using technical vocabulary in complex sentences.
<b>Learning Supports</b>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a>	<a href="#">Manipulatives</a>



## ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> CCSS: 5.NF.3 WIDA ELDS: 3 Listening Reading	Interpret a fraction as a division of the numerator by the denominator; solve word problems where division of whole numbers leads to fractional or mixed number answers.		<u>Demonstrate understanding</u> of how to interpret a fraction as division of the numerator by the denominator and solve word problems where division of whole numbers leads to fractional or mixed number answers using <a href="#">Manipulatives</a> , drawings, Word Wall, <a href="#">Multilingual Math Glossary</a> , and <a href="#">Charts/Posters</a> .		<b>VU:</b> Less than, more than, fraction, mixed number, division, expression
	<i>NOTE : The items in assessments, being presented (in word problems) must be items the students are familiar with (i.e.- pizza, crayons, pencils; These examples were taken directly from sample assessment)</i>				<b>LFC:</b> Transitional language, imperatives, present tense, past tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve multi-step word problems in L1 and/or step-by step problems accompanied by the use of gestures, pictures and selected, technical words.	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve multi-step word problems in L1 and/or step-by step problems using selected technical vocabulary in phrases and short sentences where division of whole numbers leads to fractional or mixed number answers.	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve two-step word problems with key, technical vocabulary in simple sentences where division of whole numbers leads to fractional or mixed number answers.	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve multi-step word problems with key, technical vocabulary in expanded sentences where division of whole numbers leads to fractional or mixed number answers.	Demonstrate understanding of how to interpret a fraction as division of the numerator by the denominator and solve multi-step word problems with technical vocabulary in complex sentences where division of whole numbers leads to fractional or mixed number answers.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Charts/Posters</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Charts/Posters</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Charts/Posters</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Charts/Posters</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a>	<a href="#">Manipulatives</a> <a href="#">Charts/Posters</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: 5.NF.4a WIDA ELDS: 3 Reading Speaking	Multiply fractions by whole numbers and draw visual models or create story contexts. Interpret the product $(a/b) \times q$ as $a$ parts of a whole partitioned into $b$ equal parts added $q$ times. In general, if $q$ is a fraction $c/d$ , then $(a/b) \times (c/d) = a(1/b) \times c(1/d) = ac \times (1/b)(1/d) = ac(1/bd) = ac/bd$ .		Demonstrate comprehension and describe orally how to multiply fractions by whole numbers and draw visual models using <i>verbal scaffolds, drawings or models, and a word wall</i> .  <i>*NOTE : The items/objects used on assessments, being presented in questions must be items the students are familiar with (i.e.- pizza, garden, vegetables, loaf/loaves, etc,; these examples were taken directly from sample assessment).</i>		<b>VU:</b> Expression, shade(d), model, partitioned
					<b>LFC:</b> Passive voice
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension and describe orally how to multiply fractions by whole numbers and draw visual models in L1 and/or use gestures, pictures and selected words.	Demonstrate comprehension and describe orally how to multiply fractions by whole numbers and draw visual models in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension and describe orally how to multiply fractions by whole numbers and draw visual models using key vocabulary in simple sentences.	Demonstrate comprehension and describe orally how to multiply fractions by whole numbers and draw visual models using key, technical vocabulary in expanded sentences.	Demonstrate comprehension and describe orally how to multiply fractions by whole numbers and draw visual models using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Illustrations/diagrams/illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Illustrations/diagrams/illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Sentence Starter</a>	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a>	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a>

# ELL SCAFFOLD- CCSS

[Cloze Sentences](#)

[Sentence Frame](#)

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> CCSS: 5.NF.4b WIDA ELDS: 3 Speaking Reading Writing	Find the area of a rectangle with fractional side lengths by tiling unit squares and multiplying side lengths.		Describe or explain orally and in writing how to find the area of a rectangle with fractional side lengths by tiling unit squares and multiplying side lengths using <i>verbal scaffolds</i> , <a href="#">Manipulatives</a> , <a href="#">Illustrations/diagrams/drawings</a> or <i>models</i> , <a href="#">Word Wall</a> , and the <i>mathematics reference sheet</i> .  * NOTE: In the sample assessment, the word “outline” is used to mean create, draw, or shade to depict a rectangle. Although it is not specific to the math content, students must be exposed to the use of it before seeing it on an assessment.		<b>VU:</b> Area, length, width, square units
					<b>LFC:</b> The imperative, present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe or explain how to find the area of a rectangle with fractional side lengths by tiling unit squares and multiplying side lengths orally and in writing in L1 and/or use gestures, pictures and selected words.	Describe or explain how to find the area of a rectangle with fractional side lengths by tiling unit squares and multiplying side lengths orally and in writing in L1 and/or use selected vocabulary in phrases and short sentences.	Describe or explain how to find the area of a rectangle with fractional side lengths by tiling unit squares and multiplying side lengths orally and in writing using key vocabulary in simple sentences.	Describe or explain how to find the area of a rectangle with fractional side lengths by tiling unit squares and multiplying side lengths orally and in writing using key, technical vocabulary in expanded sentences.	Describe or explain how to find the area of a rectangle with fractional side lengths by tiling unit squares and multiplying side lengths orally and in writing using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">gs</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">gs</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math</a> <a href="#">Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> Mathematics Reference	<a href="#">Manipulatives</a> Mathematics Reference Sheet	<a href="#">Manipulatives</a> Mathematics Reference Sheet

# ELL SCAFFOLD- CCSS

Mathematics Reference Sheet <a href="#">Cloze Sentences</a>	Mathematics Reference Sheet <a href="#">Sentence Frame</a>	Sheet	
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 3</b> CCSS: 5.NF.5a, 5.NF.5b WIDA ELDS: 3	Explain how a product is related to the magnitude of the factors.	<u>Explain</u> orally and in writing how a product is related to the magnitude of the factors using <i>verbal scaffolds</i> , Illustrations/diagrams/drawings, <i>Word wall</i> , Multilingual Math Glossary, L1 text and/or support <i>and Cognates</i> .	<b>VU:</b> Product, less than, greater than, whole number  <b>LFC:</b> Comparatives, cause/effect, conditional sentence  <b>LC:</b> Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how a product is related to the magnitude of the factors orally and in writing in L1 and/or use gestures, pictures and selected words.	Explain how a product is related to the magnitude of the factors orally and in writing in L1 and/or use selected vocabulary in phrases and short sentences.	Explain how a product is related to the magnitude of the factors orally and in writing using key vocabulary in simple sentences.	Explain how a product is related to the magnitude of the factors orally and in writing using key, technical vocabulary in expanded sentences.	Explain how a product is related to the magnitude of the factors orally and in writing using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Cloze Sentences</a>	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Sentence Frame</a>	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Sentence Starter</a>	<a href="#">Illustrations/diagram s/drawings</a> Math glossary	<a href="#">Illustrations/diagrams/drawings</a> Math glossary

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> CCSS: 5.NF.6 WIDA ELDS: 3 Reading Listening Writing	Solve real world problems involving multiplication of fractions (including mixed numbers), using visual fraction models or equations to represent the problem.		Demonstrate comprehension of real world problems involving multiplication of fractions (including mixed numbers), with visual fraction models or equations using <a href="#">Illustrations/diagrams/drawings</a> , <a href="#">Word Wall</a> , <a href="#">Multilingual Math Glossary</a> , and models.		<b>VU:</b> Mixed number, diagram
			<i>*NOTE for SLO 4: References made to items on assessments, must be items the students are familiar with (i.e.- recipe, baking soda, cleaning products, biscuits, etc; ). Also "mark" is used to mean draw, or shade to depict. Although it is not specific to the math content, students must be exposed to the use of it before seeing it on an assessment.</i>		<b>LFC:</b> Present tense, the imperative
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of real world problems involving multiplication of fractions with visual fraction models or equations in L1 and/or accompanied by the use of gestures, pictures and selected words.	Demonstrate understanding of real world problems involving multiplication of fractions with visual fraction models or equations in L1 and/or use selected vocabulary in phrases and short sentences.	Demonstrate understanding of real world problems involving multiplication of fractions with visual fraction models or equations using key vocabulary in simple sentences.	Demonstrate understanding of real world problems involving multiplication of fractions with visual fraction models or equations using key, technical vocabulary in expanded sentences.	Demonstrate understanding of real world problems involving multiplication of fractions with visual fraction models or equations using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Cognates</a>	<a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> <b>CCSS:</b> <b>5.NF.7a</b> <b>WIDA</b> <b>ELDS: 3</b> <b>Speaking</b> <b>Writing</b>	Divide a unit fraction by a non-zero whole number and interpret by creating a story context or visual fraction model.		Describe orally and in writing how to divide a unit fraction by a non-zero whole number and interpret by creating a story context or visual fraction model using <i>verbal scaffolds</i> , Illustrations/diagrams/drawings, Multilingual Math Glossary, and a Word Wall.		<b>VU:</b> Divide, fraction(al), equal, represent
					<b>LFC:</b> Present tense, future tense, the imperative
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe how to divide a unit fraction by a non-zero whole number and interpret by creating a story context or visual fraction model orally and in writing in L1 and/or use gestures, pictures and selected words.	Describe how to divide a unit fraction by a non-zero whole number and interpret by creating a story context or visual fraction model orally and in writing in L1 and/or use selected vocabulary in phrases and short sentences.	Describe how to divide a unit fraction by a non-zero whole number and interpret by creating a story context or visual fraction model orally and in writing using key vocabulary in simple sentences.	Describe how to divide a unit fraction by a non-zero whole number and interpret by creating a story context or visual fraction model orally and in writing using key, technical vocabulary in expanded sentences.	Describe how to divide a unit fraction by a non-zero whole number and interpret by creating a story context or visual fraction model orally and in writing using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Cloze Sentences</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Sentence Frame</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Sentence Starter</a>	<a href="#">Manipulatives</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> CCSS: 5.NF.7b WIDA ELDS: 3 Reading Listening	Divide a whole number by a unit fraction and interpret by creating a story context or visual fraction model.		Demonstrate comprehension of how to divide a whole number by a unit fraction and interpret by creating a visual fraction model using <a href="#">Manipulatives</a> , Illustrations/diagrams/drawings, Word Wall, and math reference sheet.  <i>*NOTE for SLO 6: References made to items on assessments, must be items the students are familiar with (i.e.- sandwiches, pie, etc.).</i>		<b>VU:</b> Model, represent, length, value, fraction, expression
					<b>LFC:</b> Present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of how to divide a whole number by a unit fraction and interpret by creating a visual fraction after reading word problems in L1 and/or use gestures, pictures and selected words.	Demonstrate comprehension of how to divide a whole number by a unit fraction and interpret by creating a visual fraction after reading word problems in L1 and/or which use selected vocabulary in phrases and short sentences.	Demonstrate comprehension of how to divide a whole number by a unit fraction and interpret by creating a visual fraction after reading word problems which use key vocabulary in simple sentences.	Demonstrate comprehension of how to divide a whole number by a unit fraction and interpret by creating a visual fraction after reading word problems which use key, technical vocabulary in expanded sentences.	Demonstrate comprehension of how to divide a whole number by a unit fraction and interpret by creating a visual fraction after reading word problems which use technical vocabulary in complex sentences.
Learning Supports	Math reference sheet <a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	Math reference sheet <a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	Math reference sheet <a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	Math reference sheet <a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Cognates</a>	Math reference sheet <a href="#">Manipulatives</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> CCSS: 5.NF.7c WIDA ELDS: 3 Reading Writing Speaking Listening	Solve real world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions.  <i>*NOTE for SLO 7: References made to items on assessments must be items the students are familiar with (i.e.- chocolate bars, box of crayons, hiker, gallon of water, etc.).</i>		Read, listen to and <u>demonstrate understanding</u> of real world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions in order to solve them, using Manipulatives, Illustrations, Word Wall, Multilingual Math Glossary, L1 text and/or support, <i>and</i> Cognates.		<b>VU:</b> Fraction, equal
					<b>LFC:</b> Present tense, past tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read, listen to and demonstrate understanding of real world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions in L1 and/or accompanied by the use of gestures, pictures and selected words.	Read, listen to and demonstrate understanding of real world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions in L1 and/or using selected vocabulary in phrases and short sentences.	Read, listen to and demonstrate understanding of real world problems involving division of unit fractions by whole numbers or whole numbers by unit using key vocabulary in simple sentences.	Read, listen to and demonstrate understanding of real world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions using key, technical vocabulary in expanded sentences.	Read, listen to and demonstrate understanding of real world problems involving division of unit fractions by whole numbers or whole numbers by unit fractions using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>



# ELL SCAFFOLD- CCSS

## MEASUREMENT & DATA

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> CCSS: 5.MD.1 WIDA ELDS: 3 Reading	Convert standard measurement units within the same system (e.g., centimeters to meters) to solve multi-step problems.		Demonstrate understanding of reading by solving multi-step problems which require conversion of standard measurement units within the same system using <a href="#">Manipulatives</a> , drawings, Word Wall, <a href="#">Multilingual Math Glossary</a> , and L1 text and/or support.  <i>Note: ELLs may not be aware of US standard measurement units</i>		<b>VU:</b> Units of measurement in the Metric System and in the US system, length, weight <hr/> <b>LFC:</b> Present tense, past tense, past tense irregular, future tense <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Demonstrate understanding of reading by solving multi-step problems in L1 and/or which use step-by step problems with gestures, drawings and selected technical words and require conversion of standard measurement units within the same system.	Demonstrate understanding of reading by solving multi-step problems in L1 and/or which use step by step problems with selected technical vocabulary in phrases and short sentences and require conversion of standard measurement units within the same system.	Demonstrate understanding of reading by solving two-step problems with key, technical vocabulary in simple sentences which require conversion of standard measurement units within the same system.	Demonstrate understanding of reading by solving multi-step problems with key, technical vocabulary in expanded sentences which require conversion of standard measurement units within the same system.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word/Picture Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a>	<a href="#">Manipulatives</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 7</b> CCSS: 5.MD.2 WIDA ELDS: 3 Speaking Writing Reading	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>		Demonstrate understanding of making a line plot to display a data set of measurements in fractions of a unit. <u>Explain</u> how to solve problems involving information presented in line plots using <i>learning supports</i> .  <i>*NOTE: References made to items on assessments, must be items the students are familiar with (i.e., rainfall, olive oil).</i>		<b>VU:</b> Line plot, data, table
					<b>LFC:</b> Noun vs. verb (as in plot), present tense, the imperative
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of making a line plot to display a data set of measurements in fractions of a unit. Explain how to solve problems involving information presented in line plots in L1 and/or accompanied by gestures, pictures and selected words.	Demonstrate understanding of making a line plot to display a data set of measurements in fractions of a unit. Explain how to solve problems involving information presented in line plots in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of making a line plot to display a data set of measurements in fractions of a unit. Explain how to solve problems involving information presented in line plots using key vocabulary in simple sentences.	Demonstrate understanding of making a line plot to display a data set of measurements in fractions of a unit. Explain how to solve problems involving information presented in line plots using key, technical vocabulary in expanded sentences.	Demonstrate understanding of making a line plot to display a data set of measurements in fractions of a unit. Explain how to solve problems involving information presented in line plots using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> Drawings/visuals <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> Drawings/visuals <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a>	<a href="#">Manipulatives</a>

# ELL SCAFFOLD- CCSS

	<a href="#">Cognates</a>	<a href="#">L1 text and/or support</a>		
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	Student Learning Objective (SLO)	Language Objective			Language Needed
<b>SLO: 1</b> CCSS: 5.MD.3b WIDA ELDS: 3 Speaking Writing	Measure volume by counting the total number of same size cubic units required to fill a figure without gaps or overlaps.	Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure without gaps or overlaps using Sentence Starter, Manipulatives, Word Wall, and online multilingual math glossary			<b>VU:</b> Cube, gap, overlap, prism  <b>LFC:</b> Present and past tenses  <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure in L1 and/or use gestures, pictures and selected, technical words.	Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure in L1 and/or use selected technical vocabulary in phrases and short sentences with illustrations to explain the solution	Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure using key, technical vocabulary in simple sentences.	Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure using key, technical vocabulary in expanded sentences.	Describe or explain orally and in writing, how to measure volume by counting the total number of same size cubic units required to fill a figure using technical vocabulary in multiple complex sentences.
Learning Supports	<a href="#">Sentence Starter</a> <a href="#">Manipulatives</a> <a href="#">Visuals</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Visuals</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>

# ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> CCSS: 5.MD.4 WIDA ELDS: 3	Choose an appropriate cubic unit based on the attributes of the 3-dimensional figure you are measuring.		Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using Manipulatives, drawings, Word Wall, online multilingual math glossary, L1 text and/or support, Cognates.  <i>*NOTE: The figures in assessments to be measured must be items the students are familiar with (i.e.- an Olympic size swimming pool, soccer ball, shoe box, car. These examples were taken directly from sample assessment)</i>		<b>VU:</b> Metric system- all units of measure, cubic, estimate
					<b>LFC:</b> Present and past tenses, superlatives
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure in L1 and/or accompanied by the use of gestures, pictures and selected, technical words.	Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure in L1 and/or using selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using key, technical vocabulary in simple sentences.	Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using key, technical vocabulary in expanded sentences.	Demonstrate understanding of questions posed orally and in writing by choosing an appropriate unit based on the attributes of the 3-dimensional figure using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Visuals</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to)	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to)	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>

# ELL SCAFFOLD- CCSS

<a href="#">L1 text and/or support Cognates</a>	<a href="#">Cognates</a>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 3</b> CCSS: 5.MD.5a WIDA ELDS: 3 Speaking Writing	Show that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas $V = l \times w \times h$ or $V = B \times h$ .	Describe or explain orally and in writing, that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas $V = l \times w \times h$ or $V = B \times h$ using Sentence Starter, Manipulatives, Word Wall, and <i>Math reference sheet</i> .  <i>*NOTE: Table- has multiple meanings in English. Students must be made aware of the various meanings in order to understand what a "table" represents in Mathematics</i>	<b>VU:</b> Volume, unit, rectangular prism, table, all Customary units of measure i.e.- inches <hr/> <b>LFC:</b> Present and past tenses <hr/> <b>LC:</b> Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe or explain orally and in writing that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas $V = l \times w \times h$ or $V = B \times h$ , in L1 and/or use gestures, pictures and selected, technical words.	Describe or explain orally and in writing that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas $V = l \times w \times h$ or $V = B \times h$ , in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe or explain orally and in writing that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas $V = l \times w \times h$ or $V = B \times h$ , using key, technical vocabulary in simple sentences.	Describe or explain orally and in writing that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas $V = l \times w \times h$ or $V = B \times h$ , using key technical vocabulary in expanded sentences.	Describe or explain orally and in writing that the volume of a right rectangular prism found by counting all the unit cubes is the same as the formulas $V = l \times w \times h$ or $V = B \times h$ , using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Sentence Starter</a> <a href="#">Manipulatives</a> <a href="#">Visuals</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Visuals</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> Mathematics Reference	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to) <a href="#">Cognates</a> Mathematics Reference Sheet	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> Mathematics Reference Sheet

# ELL SCAFFOLD- CCSS

<a href="#">Cognates</a> Mathematics Reference Sheet	Mathematics Reference Sheet	Sheet		
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	Student Learning Objective (SLO)	Language Objective			Language Needed
<b>SLO: 4</b> CCSS: 5.MD.5b WIDA ELDS: 3 Speaking Writing	Explain how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height).	Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) using Sentence Starter, Manipulatives, Word Wall, <i>online multilingual math glossary</i> , and <i>Mathematics Reference Sheet</i> .			<b>VU:</b> Formula, count, value, height, layer, model <hr/> <b>LFC:</b> Present and past tenses, past tense irregular <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) in L1 and/or use gestures, pictures and selected technical words.	Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) using key, technical vocabulary in simple sentences.	Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) using key, technical vocabulary in expanded sentences.	Describe or explain orally and in writing how both volume formulas relate to counting the cubes in one layer and multiplying that value by the number of layers (height) using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to <a href="#">L1 text and/or support</a> ) <a href="#">Cognates</a> Mathematics Reference Sheet	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to <a href="#">L1 text and/or support</a> ) <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Sentence Starter</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to <a href="#">L1 text and/or support</a> ) <a href="#">Cognates</a> Mathematics Reference	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> (link to <a href="#">Cognates</a> ) Mathematics Reference Sheet	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> Mathematics Reference Sheet

# ELL SCAFFOLD- CCSS

Cloze sentences	Mathematics Reference Sheet <a href="#">Sentence Frame</a>	Sheet		
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> CCSS: 5.MD.5c WIDA ELDS: 3 Listening Reading Speaking	Find the volume of a composite solid figure composed of two non-overlapping right rectangular prisms.		Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions using Word Wall, Manipulatives and Mathematics Reference Sheet.		<b>VU:</b> Diagram, figure, cubic unit, solid, right rectangular prism <hr/> <b>LFC:</b> Present and past tenses, past tense irregular, prefixes (i.e- non-) <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions in L1 and/or use gestures, pictures and selected, technical words.	Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions using key, technical vocabulary in a series of simple sentences.	Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions using key, technical vocabulary in expanded sentences.	Demonstrate understanding of the volume of a composite solid figure composed of two non-overlapping right rectangular prisms by answering questions using technical vocabulary in multiple complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Visuals</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Visuals</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Sentence Starter</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Cognates</a> Mathematics Reference Sheet	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> Mathematics Reference Sheet

# ELL SCAFFOLD- CCSS

	Mathematics Reference Sheet Cloze sentences	Mathematics Reference Sheet <a href="#">Sentence Frame</a>	Mathematics Reference Sheet		
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> CCSS: 5.MD.5 WIDA ELDS: 3 Speaking Writing	Apply formulas to solve real world and mathematical problems involving volumes of right rectangular prisms and composites of same.		Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same using Sentence Starter, Manipulatives, Word Wall, Cognates, and Mathematics Reference Sheet.  <i>*NOTE: The figures in assessments, being presented (to be measured) in questions must be items the students are familiar with (i.e.- planter box, soil, foam, cushions, flour, etc; These examples were taken directly from sample assessment).</i>		<b>VU:</b> Cubic centimeters, diagram, volume  <b>LFC:</b> Present tense, past tenses, transitional phrases  <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same in L1 and/or use gestures, pictures and selected, technical words	Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same using key, technical vocabulary in simple sentences.	Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same using key, technical vocabulary in expanded sentences.	Describe or explain orally and in writing, formulas to solve real world problems involving volumes of right rectangular prisms and composites of same using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Visuals</a> <a href="#">Word/Picture Wall</a>	<a href="#">Manipulatives</a> <a href="#">Visuals</a> <a href="#">Word/Picture Wall</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> Mathematics Reference



# ELL SCAFFOLD- CCSS

	<a href="#">L1 text and/or support Cognates</a> Mathematics Reference Sheet Cloze sentences	<a href="#">L1 text and/or support Cognates</a> Mathematics Reference Sheet <a href="#">Sentence Frame</a>	<a href="#">Cognates Sentence Starter</a> Mathematics Reference Sheet	Mathematics Reference Sheet	Sheet
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## GEOMETRY

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> CCSS; 5.G.1 WIDA ELDS: 3 Reading Listening	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.		<b>Demonstrate comprehension of</b> how to use a pair of perpendicular number lines to define a coordinate system, with the intersection of the lines arranged to coincide with 0 on each line and a given point in the plane using an ordered pair of numbers with the support of <i>manipulatives, drawings or models, word wall, online multilingual math glossary, L1 text and/or cognates.</i>		<b>VU:</b> Point, coordinate plane, locate, coordinates, unit, origin, table, plot, axis, axes, coincide, ordered pair
					<b>LFC:</b> Present tense
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of how to use a pair of perpendicular number lines to define a coordinate system in written problems which use L1 and/or use gestures, diagrams and selected single words.	Demonstrate comprehension of how to use a pair of perpendicular number lines to define a coordinate system in written problems which use L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of how to use a pair of perpendicular number lines to define a coordinate system in written problems which use key vocabulary in simple sentences.	Demonstrate comprehension of how to use a pair of perpendicular number lines to define a coordinate system in written problems which use key, technical vocabulary in expanded sentences.	Demonstrate comprehension of how to use a pair of perpendicular number lines to define a coordinate system in written problems which use technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">Glossary</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>

# ELL SCAFFOLD- CCSS

<a href="#">Cognates</a>	<a href="#">Cognates</a>		
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	Student Learning Objective (SLO)	Language Objective			Language Needed
<b>SLO: 3</b> CCSS: 5.G.2 WIDA ELDS: 3 Speaking Writing Reading	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.  *NOTE for SLO 3: References made to items on assessments, must be items the students are familiar with (i.e.- MP3 player, action figures, snack bag, toy car, etc; These examples were taken directly from sample assessment).	Describe or explain, orally and in writing, real world, mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpreting coordinate values of points using <i>sentence starters, manipulatives, drawings or models, word wall, L1 text and/or support and cognates.</i>			<b>VU:</b> Coordinate system, plane, label, graph, point  <b>LFC:</b> Present tense  <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe or explain orally and in writing real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpreting coordinate values of points in L1 and/or use gestures, grids and selected words.	Describe or explain orally and in writing real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpreting coordinate values of points in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe or explain orally and in writing real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpreting coordinate values of points using key vocabulary in simple sentences.	Describe or explain orally and in writing real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpreting coordinate values of points using key, technical vocabulary in expanded sentences.	Describe or explain, orally and in writing, real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpreting coordinate values of points using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Cloze Sentences</a> <a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Illustrations/diagrams/drawings</a> <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Sentence Frame</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">L1 text and/or support</a> <a href="#">Cognates</a> <a href="#">Sentence Starter</a> <a href="#">Highlighted Words/Boldface</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>

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<a href="#">Cognates</a>	<a href="#">Highlighted Words/Boldface Words</a>	<a href="#">Words</a>	
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 5</b> CCSS: 5.G.3 WIDA ELDS: 3 Reading Listening	Identify attributes of a two-dimensional shape based on attributes of the groups and categories in which the shape belongs.	<u>Demonstrate comprehension</u> of attributes of a two-dimensional shape based on attributes of the groups and categories in which the shape belongs using <i>manipulatives, drawings or models, word wall, online multilingual math glossary, L1 text and/or support and cognates.</i>	<b>VU:</b> Rhombus, square, parallelogram, scalene, isosceles, trapezoid, conditions <hr/> <b>LFC:</b> Past and present tenses <hr/> <b>LC:</b> Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral and written problems by identifying the attributes of a two-dimensional shape based on attributes of the groups and categories in which the shape belongs orally and in writing in L1 and/or use gestures, drawings and selected words.	Demonstrate comprehension of oral and written problems by identifying the attributes of a two-dimensional shape based on attributes of the groups and categories in which the shape belongs orally and in writing in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of oral and written problems by identifying the attributes of a two-dimensional shape based on attributes of the groups and categories in which the shape belongs orally and in writing using key vocabulary in simple sentences.	Demonstrate comprehension of oral and written problems by identifying the attributes of a two-dimensional shape based on attributes of the groups and categories in which the shape belongs orally and in writing using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of oral and written problems by identifying the attributes of a two-dimensional shape based on attributes of the groups and categories in which the shape belongs using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> Drawings/models <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a>	<a href="#">Manipulatives</a> Drawings/models <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> Word wall

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	<a href="#">L1 text and/or support</a>	<a href="#">L1 text and/or support</a>			
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	Student Learning Objective (SLO)	Language Objective			Language Needed
<b>SLO: 6</b> CCSS: 5.G.4 WIDA ELDS: 3 Speaking Writing Reading	Classify two- dimensional figures in a hierarchy based on properties.	Describe how to classify two- dimensional figures in a hierarchy based on properties using <i>sentence starters, manipulatives, drawings or models, word wall, online multilingual math glossary, L1 text and/or support and cognates.</i>			<b>VU:</b> Classify, polygons, pentagons, octagons, hexagons, (names of all shapes) <hr/> <b>LFC:</b> Superlatives, present and past tenses <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe how to classify two- dimensional figures in a hierarchy based on properties orally and in writing in L1 and/or use gestures, pictures and selected, illustrated single words.	Describe how to classify two- dimensional figures in a hierarchy based on properties orally and in writing in L1 and/or use selected technical vocabulary in phrases and short sentences.	Describe how to classify two- dimensional figures in a hierarchy based on properties orally and in writing using key vocabulary in simple sentences.	Describe how to classify two- dimensional figures in a hierarchy based on properties orally and in writing using key, technical vocabulary in expanded sentences.	Describe how to classify two- dimensional figures in a hierarchy based on properties orally and in writing using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Manipulatives</a> Drawings/models <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> Cloze sentences <a href="#">Highlighted Words/Boldface</a>	<a href="#">Manipulatives</a> Drawings/models <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence Frame</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">L1 text and/or support</a> <a href="#">Sentence Starter</a> <a href="#">Highlighted Words/Boldface Words</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a> <a href="#">Multilingual Math Glossary</a> <a href="#">Cognates</a>	<a href="#">Manipulatives</a> <a href="#">Word Wall</a>

# ELL SCAFFOLD- CCSS

	<u>Words</u>	<u>Highlighted</u> <u>Words/Boldface Words</u>			
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