

Algebra 1 - Unit 3 – Revised ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: A.SSE.1, A.SSE.2 WIDA ELDS: 3 Reading Writing Speaking	Interpret parts of expressions in terms of context including those that represent square and cube roots; use the structure of an expression to identify ways to rewrite it. ★		<u>Explain</u> how to interpret and rewrite expressions in terms of context <i>using a Checklist of steps, Sentence Frame, and a partner.</i>		VU: Context, square, cube, roots, rewrite
					LFC: Transitional phrases, ordinal numbers, present progressive tense, adverbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how to interpret and rewrite expressions in terms of context in L1 and/or or use Gestures, Pictures and selected, technical words.	Explain how to interpret and rewrite expressions in terms of context in L1 and/or use selected technical vocabulary in phrases and short sentences.	Explain how to interpret and rewrite expressions in terms of context using key vocabulary in simple sentences.	Explain how to interpret and rewrite expressions in terms of context using key vocabulary in expanded sentences.	Explain how to interpret and rewrite expressions in terms of context using precise vocabulary in complex sentences.
Learning Supports	Partner work Teacher Support Sentence Frame Adapted Text with Illustrations Word/Picture Bank Checklist of Steps Native language support	Partner work Teacher Support Sentence Frame Adapted Text Pictures Checklist of Steps Native language support	Partner work Teacher Support Sentence Frame	Partner work Teacher Support	Partner work

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: A.SSE.3 WIDA ELDS: 3 Reading	Rewrite expressions using factoring, completing the square and properties of exponents to produce equivalent forms that highlight particular properties such as the zeros or the maximum or minimum value of the function. ★		Demonstrate comprehension by sequencing the steps needed to manipulate expressions using factoring, completing the square, and properties of exponents to produce equivalent forms that highlight particular properties such as the zeros or the maximum or minimum value of the function <i>using</i> Partner work, <i>and</i> Visuals .		VU: Factor, exponents, equivalent, function
					LFC: Transitional phrases, imperatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension by sequencing the steps needed to manipulate expressions using factoring, completing the square, and properties of exponents in L1 and/or use selected technical words, phrases, and Pictures to sequence steps.	Demonstrate comprehension by sequencing the steps needed to manipulate expressions using factoring, completing the square, and properties of exponents in L1 and/or use selected technical vocabulary in phrases and short sentences to sequence steps.	Demonstrate comprehension by sequencing the steps needed to manipulate expressions using factoring, completing the square, and properties of exponents using key, technical vocabulary in simple sentences.	Demonstrate comprehension by sequencing the steps needed to manipulate expressions using factoring, completing the square, and properties of exponents using key, technical vocabulary in expanded sentences.	Demonstrate comprehension by sequencing the steps needed to manipulate expressions using factoring, completing the square, and properties of exponents using technical vocabulary in complex sentences.
Learning Supports	Visuals Partner work Adapted Text Cloze Activity Word Bank Multiple Resources	Visuals Partner work Adapted Text Sentence Frame Word/Phrase Bank Multiple Resources	Visuals Partner work Multiple Resources	Visuals Partner work	Visuals

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: A.APR.1 WIDA ELDS: 3 Reading Writing Speaking	Perform addition, subtraction and multiplication with polynomials and relate it to arithmetic operations with integers.		<u>Demonstrate comprehension by retelling</u> how to perform addition, subtraction, and multiplication with polynomials related to arithmetic operations with integers <i>using</i> Adapted Text, Teacher Modeling, <i>and</i> Think-alouds.		VU: Polynomials, operations, integers
					LFC: Past tense verbs, transitional phrases, ordinal numbers
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension by retelling how to perform addition, subtraction, and multiplication with polynomials related to arithmetic operations with integers in L1 and/or use selected technical words, phrases, and Gestures to retell the process.	Demonstrate comprehension by retelling how to perform addition, subtraction, and multiplication with polynomials related to arithmetic operations with integers in L1 and/or use selected technical vocabulary in phrases and short sentences to retell the process.	Demonstrate comprehension by retelling how to perform addition, subtraction, and multiplication with polynomials related to arithmetic operations with integers using key, technical vocabulary in simple sentences.	Demonstrate comprehension by retelling how to perform addition, subtraction, and multiplication with polynomials related to arithmetic operations with integers using key, technical vocabulary in expanded sentences.	Demonstrate comprehension by retelling how to perform addition, subtraction, and multiplication with polynomials related to arithmetic operations with integers using technical vocabulary in complex sentences.
Learning Supports	Think-aloud in L1 Teacher Modeling Multiple Resources Adapted Text Word Bank Cloze Activity Visuals Native language support	Think-aloud in L1 Teacher Modeling Multiple Resources Adapted Text Word/Phrase Bank Sentence Frame Visuals Native language support	Think -aloud Teacher Modeling Multiple Resources	Think-aloud Teacher Modeling	Think-aloud

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: A.CED.1, A.CED.4 WIDA ELDS: 3 Reading Writing Speaking Listening	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, simple rational and exponential functions and highlighting a quantity of interest in a formula.</i>		Sequence the steps needed to create and solve equations and inequalities in one variable and use them to solve problems using a Checklist of steps, Partner work, and Visuals .		VU: Variable, linear, quadratic, rational, interest
					LFC: Transitional phrases, ordinal numbers, imperatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Sequence the steps needed to create and solve equations and inequalities in one variable in L1 and/or use words, phrases, and Pictures to sequence steps.	Sequence the steps needed to create and solve equations and inequalities in one variable in L1 and/or use phrases and short sentences to sequence steps.	Sequence the steps needed to create and solve equations and inequalities in one variable using key vocabulary in a series of simple sentences.	Sequence the steps needed to create and solve equations and inequalities in one variable using key vocabulary in expanded and some complex sentences.	Sequence the steps needed to create and solve equations and inequalities in one variable using precise vocabulary in multiple, complex sentences.
Learning Supports	Visuals Partner work Checklist of Steps Adapted Text Cloze Activity Word Bank Multiple Resources	Visuals Partner work Checklist of Steps Adapted Text Sentence Frame Word/Phrase Bank Multiple Resources	Visuals Partner work Multiple Resources	Visuals Partner work	Visuals

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: A.CED.2, WIDA ELDS: 3 Reading Writing Speaking	Create linear and quadratic equations that represent a relationship between two or more variables. Graph equations on the coordinate axes with labels and scale.		<u>Explain</u> the process used to create and graph linear and quadratic equations representing a relationship between two or more variables <i>using</i> Adapted Text, Teacher Modeling, <i>and</i> Think-alouds.		VU: Coordinate, axes, labels, scale
					LFC: Past tense verbs, transitional phrases, ordinal numbers
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the process used to create and graph linear and quadratic equations representing a relationship between two or more variables in L1 and/or use selected academic vocabulary, phrases, and gestures to retell the process.	Explain the process used to create and graph linear and quadratic equations representing a relationship between two or more variables in L1 and/or use selected academic vocabulary in phrases and short sentences to retell the process.	Explain the process used to create and graph linear and quadratic equations representing a relationship between two or more variables using key, academic vocabulary in simple sentences.	Explain the process used to create and graph linear and quadratic equations representing a relationship between two or more variables using key, academic vocabulary in expanded sentences.	Explain the process used to create and graph linear and quadratic equations representing a relationship between two or more variables using academic vocabulary in complex sentences.
Learning Supports	Think-aloud in L1 Teacher Modeling Adapted Text Word Bank Gestures Cloze Activity Visuals Native language support	Think-aloud in L1 Teacher Modeling Adapted Text Word/Phrase Bank Sentence Frame Visuals Native language support	Think-aloud Teacher Modeling	Think-aloud Teacher Modeling	Think-aloud

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: A.REI.4 WIDA ELDS: 3 Reading Writing Speaking	Derive the quadratic formula by completing the square and recognize when there are no real solutions.		<u>Summarize</u> how to derive the quadratic formula and how to recognize when there are no real solutions <i>using a cloze activity, Sentence Starter, and a Peer Coach.</i>		VU: Derive, quadratic, recognize, solutions
					LFC: Modals (would, could, might), compound tenses (would have been)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize how to derive the quadratic formula and how to recognize when there are no real solutions in L1 and/or use selected technical words, phrases, and drawings.	Summarize how to derive the quadratic formula and how to recognize when there are no real solutions in L1 and/or use selected technical vocabulary in phrases and short sentences.	Summarize how to derive the quadratic formula and how to recognize when there are no real solutions using key, technical vocabulary in simple sentences.	Summarize how to derive the quadratic formula and how to recognize when there are no real solutions using key, technical vocabulary in expanded sentences.	Summarize how to derive the quadratic formula and how to recognize when there are no real solutions using technical vocabulary in complex sentences.
Learning Supports	Peer Coach Cloze Activity Word Bank Small group Chart/poster L1 text and/or support Pictures/illustrations	Peer Coach Sentence Frame Word/Phrase Bank Small group Chart/poster L1 text and/or support	Peer Coach Sentence Starter	Peer Coach Sentence Starter	Peer Coach

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: A.REI.4 WIDA ELDS: 3 Reading Writing	Solve quadratic equations in one variable using a variety of methods [including inspection (e.g. $x^2 = 81$), factoring, completing the square, and the quadratic formula].		Demonstrate understanding of a variety of methods used to solve quadratic equations in one variable using Charts/Posters and Partner work .		VU: Inspection, factoring, completing the square, quadratic formula
					LFC: Comparatives, superlatives, specific to word problem (oral or written)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of a variety of methods of solving quadratic equations in one variable in L1 and/or use selected technical words and drawings.	Demonstrate understanding of a variety of methods of solving quadratic equations in one variable in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate understanding of a variety of methods of solving quadratic equations in one variable using key, technical vocabulary in simple sentences.	Demonstrate understanding of a variety of methods of solving quadratic equations in one variable using key, technical vocabulary in expanded sentences.	Demonstrate understanding of a variety of methods of solving quadratic equations in one variable using technical vocabulary in complex sentences.
Learning Supports	Partner work Charts/Posters Word Bank Pictures Native language explanations	Partner work Charts/Posters Word/Phrase Bank Peer Coach	Partner work Charts/Posters	Charts/Posters Partner work	Charts/Posters