<table>
<thead>
<tr>
<th>Student Learning Objective (SLO)</th>
<th>Language Objective</th>
<th>Language Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation.</td>
<td>Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation <em>using verbal scaffolds, manipulatives, drawings and a word wall.</em></td>
<td>VU: Positive integer, negative rational number, absolute value, sequence words</td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td><strong>Learning Supports</strong></td>
<td><strong>ELP 1</strong></td>
</tr>
</tbody>
</table>
| Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation. in L1 and/or use gestures, pictures and selected words. | **Manipulatives**  
Small group  
Word/picture wall  
L1 text and/or support pictures/illustrations  
Cloze Sentences | **Manipulatives**  
Small group  
Word/picture wall  
L1 text and/or support sentences  
Sentence Frame | **Manipulatives**  
Small group  
Phrase  
Sentence Frame  
Sentences Starter | **Manipulatives**  
Small group  
Word wall  
Sentence starter  
Sentence Frame | **Manipulatives**  
Small group  
Word wall  
Sentence Frame |
| Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation in L1 and/or use selected vocabulary in phrases and short sentences. | **Manipulatives**  
Small group  
Word/picture wall  
L1 text and/or support pictures/illustrations  
Cloze Sentences | **Manipulatives**  
Small group  
Word/picture wall  
L1 text and/or support sentences  
Sentence Frame | **Manipulatives**  
Small group  
Phrase  
Sentence Frame  
Sentences Starter | **Manipulatives**  
Small group  
Word wall  
Sentence starter  
Sentence Frame | **Manipulatives**  
Small group  
Word wall  
Sentence Frame |
| Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation using key vocabulary in simple sentences. | **Manipulatives**  
Small group  
Word/picture wall  
L1 text and/or support pictures/illustrations  
Cloze Sentences | **Manipulatives**  
Small group  
Word/picture wall  
L1 text and/or support sentences  
Sentence Frame | **Manipulatives**  
Small group  
Phrase  
Sentence Frame  
Sentences Starter | **Manipulatives**  
Small group  
Word wall  
Sentence starter  
Sentence Frame | **Manipulatives**  
Small group  
Word wall  
Sentence Frame |
| Demonstrate orally and in writing how to locate positive and negative rational numbers on the number line and explain the meaning of absolute value of a rational number as indicating locations on opposite sides of zero on the number line and as magnitude for a positive or negative quantity in a real-world situation using precise vocabulary in complex sentences. | **Manipulatives**  
Small group  
Word/picture wall  
L1 text and/or support pictures/illustrations  
Cloze Sentences | **Manipulatives**  
Small group  
Word/picture wall  
L1 text and/or support sentences  
Sentence Frame | **Manipulatives**  
Small group  
Phrase  
Sentence Frame  
Sentences Starter | **Manipulatives**  
Small group  
Word wall  
Sentence starter  
Sentence Frame | **Manipulatives**  
Small group  
Word wall  
Sentence Frame |
## Grade 6 – Unit 2 – Revised Math ELL Scaffolds

<table>
<thead>
<tr>
<th>SLO: 2</th>
<th>CCSS: 6.NS.7</th>
<th>WIDA ELDS: 3</th>
<th>Speaking Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Objective (SLO)</td>
<td>Language Objective</td>
<td>Language Needed</td>
<td></td>
</tr>
<tr>
<td>Use statements of inequality to determine relative positions of two rational numbers on a number line; Write and explain statements of order for rational numbers in real-world contexts</td>
<td>Show and explain orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line using manipulatives, a whiteboard and a word wall.</td>
<td>VU: Rational numbers, inequality signs</td>
<td></td>
</tr>
<tr>
<td><strong>ELP 1</strong></td>
<td><strong>ELP 2</strong></td>
<td><strong>ELP 3</strong></td>
<td><strong>ELP 4</strong></td>
</tr>
<tr>
<td>Language Objectives</td>
<td>Show and orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line in L1 and/or use gestures, pictures and selected words.</td>
<td>Show and explain orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line in L1 and/or use selected vocabulary in phrases and short sentences.</td>
<td>Show and explain orally and in writing statements of order for rational numbers in real-world contexts and how to use statements of inequality to determine relative positions of two rational numbers on a number line using key vocabulary in simple sentences.</td>
</tr>
<tr>
<td>Learning Supports</td>
<td>Manipulatives, White Board, Small group, Word/picture wall, L1 text and/or support, Pictures/illustrations</td>
<td>Manipulatives, White Board, Small group, Word/picture wall, L1 text and/or support, Sentence Frames</td>
<td>Manipulatives, White Board, Small group</td>
</tr>
</tbody>
</table>
| SLO: 3  
CCSS:  
6.NS.6  
WIDA ELDS: 3  
Speaking Writing | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| Plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections. | Demonstrate and explain orally and in writing how to plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections using manipulatives, a White Board, and a word wall | VU: Plot, ordered pairs, quadrants, coordinate plane, graph  
LFC: Simple present, transition words  
LC: Varies by ELP level |

<table>
<thead>
<tr>
<th>Language Objectives</th>
<th>ELP 1</th>
<th>ELP 2</th>
<th>ELP 3</th>
<th>ELP 4</th>
<th>ELP 5</th>
</tr>
</thead>
</table>
| Demonstrate and explain orally and in writing how to plot ordered pairs in all four quadrants on the coordinate plane and describe their reflections in L1 and/or use gestures, pictures and selected words. | Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Pictures/illustrations  
White Board | Manipulatives  
Small group  
Word/picture wall  
L1 text and/or support  
Sentence Frames  
White Board | Manipulatives  
Small group  
Word wall  
White Board | Manipulatives  
Small group  
Word wall  
White Board | Manipulatives |
<table>
<thead>
<tr>
<th>SLO: 4 CCSS: 6.NS.8 WIDA ELDS: 3 Reading Writing</th>
<th>Student Learning Objective (SLO)</th>
<th>Language Objective</th>
<th>Language Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve real world problems mathematically by graphing points in all four quadrants of the coordinate plane. Use the absolute value of the differences of their coordinates to find distances between points with the same first coordinate or same second coordinate.</td>
<td>Explain orally and in writing how to mathematically solve real world problems by graphing points in all four quadrants of the coordinate plane and explaining how to use the differences between the absolute value of coordinates to find distances between points using word wall, whiteboard, Math Journal and a small group.</td>
<td>VU: Graphing, points, quadrants, coordinate plane, absolute value, coordinate, distance, difference</td>
<td></td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td><strong>ELP 1</strong></td>
<td><strong>ELP 2</strong></td>
<td><strong>ELP 3</strong></td>
</tr>
<tr>
<td>Demonstrate comprehension of real world problems by interpreting graphed points in all four quadrants of the coordinate plane and explaining how to find distances between points in L1 and/or use gestures, pictures and selected words.</td>
<td>Demonstrate comprehension of real world problems by interpreting graphed points in all four quadrants of the coordinate plane and explaining how to find distances between points in L1 and/or use selected vocabulary in phrases and short sentences.</td>
<td>Demonstrate comprehension of real world problems by interpreting graphed points in all four quadrants of the coordinate plane and explaining how to find distances between points using key vocabulary in simple sentences.</td>
<td>Demonstrate comprehension of real world problems by interpreting graphed points in all four quadrants of the coordinate plane and explaining how to find distances between points using key vocabulary in expanded sentences.</td>
</tr>
<tr>
<td><strong>Learning Supports</strong></td>
<td><strong>Manipulatives</strong></td>
<td><strong>Manipulatives</strong></td>
<td><strong>Manipulatives</strong></td>
</tr>
</tbody>
</table>

**LC:** Varies by ELP level
# Grade 6 – Unit 2 – Revised Math ELL Scaffolds

<table>
<thead>
<tr>
<th>SLO: 5</th>
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</thead>
<tbody>
<tr>
<td>CCSS: 6.RP.1</td>
</tr>
<tr>
<td>WIDA ELDS: 3</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Reading</td>
</tr>
</tbody>
</table>

**Student Learning Objective (SLO)**

Explain the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”

**Language Objective**

Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities using **manipulatives, a white board, a math journal and a word wall.**

**Language Needed**

**VU:** Quantities, measures, ratio, ratio language

**LFC:** Present tense, transition words, If... then

**LC:** Varies by ELP level

<table>
<thead>
<tr>
<th>ELP 1</th>
<th>ELP 2</th>
<th>ELP 3</th>
<th>ELP 4</th>
<th>ELP 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Objectives</td>
<td>Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities in L1 and/or use gestures, drawings and selected words.</td>
<td>Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities in L1 and/or use selected technical vocabulary in phrases and short sentences.</td>
<td>Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities using key, technical vocabulary in simple sentences.</td>
<td>Explain orally and in writing the relationship of two quantities or measures of a given ratio and use ratio language to describe the relationship between the two quantities using key, technical vocabulary in expanded sentences.</td>
</tr>
</tbody>
</table>
| Learning Supports | **Manipulatives**  
**Small group/ triads**  
**Word/Picture Wall**  
**L1 text and/or support**  
**Illustrations/diagrams/drawings**  
**White Board**  
**Math Journal**  
**Cloze Sentences** | **Manipulatives**  
**Small group/ triads**  
**Word/Picture Wall**  
**L1 text and/or support**  
**Sentence Frame**  
**White Board**  
**Math Journal** | **Manipulatives**  
**Small group/ triads**  
**Word Wall**  
**White Board**  
**Math Journal**  
**Sentence Starter** | **Manipulatives**  
**Small group/ triads**  
**Word Wall**  
**White Board**  
**Math Journal** | **Manipulatives** |
**Grade 6 – Unit 2 – Revised Math ELL Scaffolds**

<table>
<thead>
<tr>
<th>SLO: 6 CCSS: 6.RP.2 WIDA ELDS: 3 Speaking Reading Writing</th>
<th>Student Learning Objective (SLO)</th>
<th>Language Objective</th>
<th>Language Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use rate language in the context of a ratio relationship to describe a unit rate ( \frac{a}{b} ) associated with a ratio ( a:b ) with ( b \neq 0 ). For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is ( \frac{3}{4} ) cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.”</td>
<td>Describe a unit rate ( \frac{a}{b} ) associated with a ratio ( a:b ) with ( b \neq 0 ) using rate language in the context of a ratio relationship using manipulatives, drawings and a word wall.</td>
<td><strong>VU:</strong> Quantities, part to part ratios, part to total ratios, proportions <strong>LFC:</strong> Present tense, comparative terms, transition words <strong>LC:</strong> Varies by ELP level</td>
<td></td>
</tr>
</tbody>
</table>

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<th>ELP 4</th>
<th>ELP 5</th>
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<tbody>
<tr>
<td>Language Objectives</td>
<td>Describe a unit rate ( \frac{a}{b} ) associated with a ratio ( a:b ) with ( b \neq 0 ) using rate language in the context of a ratio relationship in L1 and/or use gestures, drawings and selected words.</td>
<td>Describe a unit rate ( \frac{a}{b} ) associated with a ratio ( a:b ) with ( b \neq 0 ) using rate language in the context of a ratio relationship in L1 and/or use selected technical vocabulary in phrases and simple sentences.</td>
<td>Describe a unit rate ( \frac{a}{b} ) associated with a ratio ( a:b ) with ( b \neq 0 ) using rate language in the context of a ratio relationship using key technical vocabulary in simple sentences.</td>
<td>Describe a unit rate ( \frac{a}{b} ) associated with a ratio ( a:b ) with ( b \neq 0 ) using rate language in the context of a ratio relationship using technical vocabulary in expanded sentences.</td>
</tr>
<tr>
<td>Learning Supports</td>
<td>Manipulatives Small group/ triads Word/Picture Wall L1 text and/or support Illustrations/diagrams/drawings Cloze Sentences</td>
<td>Manipulatives Drawings Small group/ triads Word/Picture Wall L1 text and/or support Sentence Frame</td>
<td>Manipulatives Drawings Small group/ triads Word Wall Sentence Starters</td>
<td>Manipulatives Small group/ triads Drawings</td>
</tr>
<tr>
<td>SLO: 7 6.RP.3 3 Speaking Reading</td>
<td>Student Learning Objective (SLO)</td>
<td>Language Objective</td>
<td>Language Needed</td>
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<tr>
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</tr>
<tr>
<td>CCSS: WIDA ELDS: 3 Reading</td>
<td>Use ratio and rate reasoning to solve real world and mathematical problems which include making tables of equivalent ratios, solving unit rate problems, finding percent of a quantity as a rate per 100.</td>
<td>Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems which include making tables of equivalent ratios, solving unit rate problems, finding percent of a quantity as a rate per 100 using word wall, whiteboards and small group.</td>
<td>VU: Flipped, coins, heads up</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LFC: Irregular past tense, sequence words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LC: Varies by ELP level</td>
<td></td>
</tr>
<tr>
<td>ELP 1</td>
<td>Demonstrates comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems in L1 and/or use gestures, drawings and selected words.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ELP 2</td>
<td>Demonstrates comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems in L1 and/or use selected technical vocabulary in phrases and short sentences.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ELP 3</td>
<td>Demonstrates comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems using key, technical vocabulary in simple sentences.</td>
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<tr>
<td>ELP 4</td>
<td>Demonstrates comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems using key, technical vocabulary in expanded sentences.</td>
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<tr>
<td>ELP 5</td>
<td>Demonstrates comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems using technical vocabulary in complex sentences.</td>
<td></td>
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</tr>
</tbody>
</table>

**Language Objectives**

- ELP 1
  - Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems in L1 and/or use gestures, drawings and selected words.

- ELP 2
  - Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems in L1 and/or use selected technical vocabulary in phrases and short sentences.

- ELP 3
  - Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems using key, technical vocabulary in simple sentences.

- ELP 4
  - Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems using key, technical vocabulary in expanded sentences.

- ELP 5
  - Demonstrate comprehension of and explain how to use ratio and rate reasoning to solve real world and mathematical problems using technical vocabulary in complex sentences.

**Learning Supports**

- **Manipulatives**
  - Small group/ triads
  - Word/Picture Wall
  - L1 text and/or support
  - Illustrations/diagrams/drawings
  - White Board
  - Highlighted Words/Boldface Words

- **Manipulatives**
  - Small group/ triads
  - Word/Picture Wall
  - L1 text and/or support
  - Sentence Frame
  - White Board
  - Highlighted Words/Boldface Words

- **Manipulatives**
  - Small group/ triads
  - White Board
  - Highlighted Words/Boldface Words

- **Manipulatives**
  - Small group/ triads
  - White Board
  - Highlighted Words/Boldface Words

- **Manipulatives**
| SLO: 8 6.RP.3 | Student Learning Objective (SLO) | Language Objective | Language Needed |
| CCSS: | Use ratio and rate reasoning to convert measurement units (manipulate and transform units appropriately when multiplying or dividing quantities). | Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units using manipulatives, a white board, and a math journal. | VU: Donate, miles, ounces, pounds, feet |
| WIDA ELDS: 3 | | Note: ELLs may not be familiar with US measurement system (miles, feet, pounds, ounces) | LFC: Present tense, transition words |
| Speaking Reading | | LC: Varies by ELP level | |

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<th>ELP 4</th>
<th>ELP 5</th>
</tr>
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<tbody>
<tr>
<td>Language Objectives</td>
<td>Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units in L1 and/or use gestures, drawings and selected single words.</td>
<td>Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units in L1 and/or use selected technical vocabulary in phrases and short sentences.</td>
<td>Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units using key, technical vocabulary in simple sentences.</td>
<td>Demonstrate comprehension of and explain how to use ratio and rate reasoning to convert measurement units using key, technical vocabulary in expanded sentences.</td>
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<tr>
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<tr>
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<td>L1 text and/or support</td>
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<tr>
<td>Illustrations/diagrams/drawings</td>
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</tr>
<tr>
<td>White Board</td>
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