Grade 8 - Unit 5 – Revised ELL Math Scaffolds

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: 8.SP.3 WIDA ELDS: 3 Speaking Writing	Use a linear equation to model real life problems then solve it by interpreting the meaning of the slope and the intercept.		Explain orally and in writing how to use a linear equation that *models a real-life problem* to solve problems and how to determine the meaning of the slope and intercept*, using a word wall and a* Math Journal.		**VU:** After, until, decreased **LFC:** Preposition - until, after as a conjunction; embedded clauses **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally and in writing how to use a linear equation that *models a real-life problem* to solve problems and how to determine the meaning of the slope and intercept in L1 and/or using gestures, examples and selected technical words in phrases.	Explain orally and in writing how to use a linear equation that *models a real-life problem* to solve problems and how to determine the meaning of the slope and intercept in L1 and/or using selected technical vocabulary in phrases and short sentences.	Explain orally and in writing how to use a linear equation that *models a real-life problem* to solve problems and how to determine the meaning of the slope and intercept using key, technical vocabulary in simple sentences.	Explain orally and in writing how to use a linear equation that *models a real-life problem* to solve problems and how to determine the meaning of the slope and intercept using key, technical vocabulary in expanded sentences.	Explain orally and in writing how to use a linear equation that *models a real-life problem* to solve problems and how to determine the meaning of the slope and intercept using technical vocabulary in complex sentences.
Learning Supports	Math Journal Word/symbol wall L1 text and/or support Illustrations	Math Journal Word/symbol wall L1 text and/or support Sentence Frame	Math Journal Sentence Starter Word wall	Math Journal	

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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 2 CCSS: 8.SP.1 8.SP.2 WIDA ELDS: 3, 4 Reading Writing	Construct and interpret scatter plots for bivariate measurement data and identify and interpret data patterns (clustering, outliers, positive or negative association, possible lines of best fit, and nonlinear association).	Demonstrate comprehension of how to construct and interpret scatter plots for bivariate measurement data and identify and interpret data patterns (clustering, outliers, positive or negative association, possible lines of best fit, and nonlinear association) *using a word wall,* Charts *and personal math dictionary.*	**VU:** Scatterplot, relationship, line of best fit **LFC:** Cause/effect statements; present perfect **LC:** Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of real world problems by interpreting and explaining data patterns in L1 and/or using gestures, examples and selected technical words.	Demonstrate comprehension of real world problems by interpreting and explaining data patterns in L1 and/or using selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of real world problems by interpreting and explaining data patterns using key, technical vocabulary in simple sentences.	Demonstrate comprehension of real world problems by interpreting and explaining data patterns using key technical vocabulary in expanded sentences.	Demonstrate comprehension of real world problems by interpreting and explaining data patterns using technical vocabulary in complex sentences.
Learning Supports	Teacher Modeling Personal math dictionary Peer Coach Word/symbol wall L1 text and/or support Cloze sentences	Teacher Modeling Personal math dictionary Peer Coach Word/symbol wall L1 text and/or support Sentence Frame	Teacher Modeling Charts Peer Coach Word wall Sentence Starter	Teacher Modeling Charts	Charts

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: 8.SP.4 WIDA ELDS: 3 Speaking Writing	Construct frequency and relative frequency tables to analyze and describe possible associations between two variables.		Explain orally how to construct frequency and relative frequency tables, describing possible associations between two variables *using a personal math dictionary, word wall, examples, and a* Think-aloud.		**VU:** Frequency table, junior, senior, squad **LFC:** Embedded clauses; comparatives **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally how to construct frequency and relative frequency tables, describing possible associations between two variables and demonstrate comprehension by answering questions in L1 and/or using gestures and selected technical words.	Explain orally how to construct frequency and relative frequency tables, describing possible associations between two variables and demonstrate comprehension by answering questions in L1 and/or using selected technical vocabulary in phrases or short sentences.	Explain orally how to construct frequency and relative frequency tables, describing possible associations between two variables using key, technical vocabulary in simple sentences and demonstrate comprehension by answering questions.	Explain orally how to construct frequency and relative frequency tables, describing possible associations between two variables using key, technical vocabulary in expanded sentences and demonstrate comprehension by answering questions.	Explain orally how to construct frequency and relative frequency tables, describing possible associations between two variables using technical vocabulary in complex sentences and demonstrate comprehension by answering questions.
Learning Supports	Think-aloud Personal math dictionary Word/symbol wall L1 text and/or support Cloze sentences	Think-aloud Personal math dictionary Word/symbol wall L1 text and/or support Sentence Frame	Think-aloud Sentence Starter Word wall Illustrations/diagrams/drawings	Think-aloud	Think-aloud

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 8.G.9 WIDA ELDS: 3 Reading Listening Speaking	Know and apply the appropriate formula for the volume of a cone, a cylinder, or a sphere to solve real-world and mathematical problems.		Explain orally and in writing how to find the volume of a cone, a cylinder, or a sphere by applying the appropriate formula when solving real world, mathematical problems *using a word wall, examples, and a think-aloud.*		**VU:** Cone, volume, radius, base, cylinder/cylindrical, spherical, diameter **LFC:** Negative questions (which is NOT), suffixes -ical **LC:** Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of the volume of a cone, a cylinder, or a sphere by applying the appropriate formula when solving real world, mathematical problems which use L1 and/or use gestures and selected technical words.	Demonstrate comprehension of the volume of a cone, a cylinder, or a sphere by applying the appropriate formula when solving real world, mathematical problems which use L1 and/or use selected technical vocabulary in phrases or short sentences.	Demonstrate comprehension of the volume of a cone, a cylinder, or a sphere by applying the appropriate formula when solving real world, mathematical problems which use key, technical vocabulary in simple sentences.	Demonstrate comprehension of the volume of a cone, a cylinder, or a sphere by applying the appropriate formula when solving real world, mathematical problems which use key, technical vocabulary in expanded sentences.	Demonstrate comprehension of the volume of a cone, a cylinder, or a sphere by applying the appropriate formula when solving real world, mathematical problems which use technical vocabulary in complex sentences.
Learning Supports	Think -aloud Personal math dictionary Word/symbol wall L1 text and/or support Cloze Sentences Examples	Think -aloud Personal math dictionary Word/symbol wall L1 text and/or support Sentence Frame Examples	Think -aloud Sentence Starter Word Wall Examples	Think -aloud Examples	Think -aloud