

## Algebra 1 – Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 1</b> CCSS: S.ID.1 S.ID.2 S.ID.3 WIDA ELDS: 3 Reading Writing Speaking	Represent data on the real number line (i.e. dot plots, histograms, and box plots) and use statistics, appropriate to the shape of the data distribution, to interpret and compare center and spread in the context of the data (account for effects of outliers)		Explain how to represent data on the real number line and use statistics to <u>compare and interpret</u> center and spread in the context of the data <i>using a cloze activity, Think-alouds, and partner work.</i>		<b>VU:</b> Dot plots, histograms, box plots, statistics, spread, context, outliers
					<b>LFC:</b> Transitional phrases, ordinal numbers, imperatives, complex sentences, comparative language
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how to represent data on the real number line and use statistics to compare and interpret center and spread in the context of the data in L1 and/or use gestures, examples, and selected, technical words.	Explain how to represent data on the real number line and use statistics to compare and interpret center and spread in the context of the data in L1 and/or use selected, academic vocabulary in phrases and short sentences.	Explain how to represent data on the real number line and use statistics to compare and interpret center and spread in the context of the data using key academic vocabulary in simple sentences.	Explain how to represent data on the real number line and use statistics to compare and interpret center and spread in the context of the data using key academic vocabulary in expanded sentences.	Explain how to represent data on the real number line and use statistics to compare and interpret center and spread in the context of the data using academic vocabulary in complex sentences.
Learning Supports	<a href="#">Think -aloud</a> <a href="#">Partner work</a> Cloze Activity <a href="#">Checklist of Steps</a> <a href="#">Highlighted Words/Boldface Words</a> <a href="#">Word Bank</a>	<a href="#">Think -aloud</a> <a href="#">Partner work</a> <a href="#">Checklist of Steps</a> <a href="#">Highlighted Words/Boldface Words</a> <a href="#">Sentence Frame</a> <a href="#">Word/Phrase Bank</a>	<a href="#">Think -aloud</a> <a href="#">Partner work</a> <a href="#">Sentence Starter</a>	<a href="#">Think -aloud</a> <a href="#">Partner work</a>	<a href="#">Think -aloud</a>

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	Student Learning Objective (SLO)	Language Objective			Language Needed
<b>SLO: 2</b> CCSS: S.ID.5 WIDA ELDS: 3 Speaking Reading Writing	Summarize and interpret categorical data for two categories in two-way frequency tables and recognize associations and trends in the data.	Summarize associations and trends in categorical data for two categories in two-way frequency tables <i>using linguistic supports, word bank and a small group.</i>			<b>VU:</b> Categorical data, two-way frequency tables, associations, trends  <b>LFC:</b> Complex sentences, questions, imperative tense, transitional phrases  <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Summarize associations and trends in categorical data in L1 and/or use gestures, examples, and selected, technical words.	Summarize and justify associations and trends in categorical data in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Summarize and justify associations and trends in categorical data using key, technical vocabulary in simple sentences.	Summarize and justify associations and trends in categorical data using key, technical vocabulary in expanded sentences.	Summarize and justify associations and trends in categorical data using technical vocabulary in complex sentences.
Learning Supports	<a href="#">Cloze Activity</a> <a href="#">Word Bank</a> <a href="#">Small group/triads</a> <a href="#">Charts/Posters</a> <a href="#">L1 text and/or support</a> <a href="#">Pictures/Illustrations/diagrams/drawings</a> <a href="#">Multilingual Math Glossary</a> (link to)	<a href="#">Sentence Frame</a> <a href="#">Word/Phrase Bank</a> <a href="#">Small group/triads</a> <a href="#">Charts/Posters</a> <a href="#">L1 text and/or support</a> <a href="#">Multilingual Math Glossary</a> (link to)	<a href="#">Small group/ triads</a> <a href="#">Sentence Starter</a> <a href="#">Multilingual Math Glossary</a> (link to)	<a href="#">Small group/ triads</a> <a href="#">Sentence Starter</a>	<a href="#">Small group/ triads</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> CCSS: S.ID.6 WIDA ELDS: 3 Speaking Reading Writing	Represent and describe data for two variables on a scatter plot, fit a function to the data, analyze residuals (in order to informally assess fit), and use the function to solve problems. <i>Uses a given function or chooses a function suggested by the context. Emphasize linear and exponential models.</i>		Describe data for two variables, represented as a scatter plot and explain how to fit a function to the data, assess the fit and use the function to solve problems <i>using note cards, Think-alouds, and a checklist of steps.</i>		<b>VU:</b> Scatter plot, function, residuals, linear model, exponential model
					<b>LFC:</b> Comparative language, transitional phrases, complex sentences and questions
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe data for two variables, represented as a scatter plot and explain how to fit a function to the data, assess the fit and use the function to solve problems in L1	Describe data for two variables, represented as a scatter plot and explain how to fit a function to the data, assess the fit and use the function to solve problems in L1 and/or use selected, academic vocabulary in phrases and short sentences.	Describe data for two variables, represented as a scatter plot and explain how to fit a function to the data, assess the fit and use the function to solve problems using key academic vocabulary in simple sentences.	Describe data for two variables, represented as a scatter plot and explain how to fit a function to the data, assess the fit and use the function to solve problems using key, academic vocabulary in expanded sentences.	Describe data for two variables, represented as a scatter plot and explain how to fit a function to the data, assess the fit and use the function to solve problems using academic vocabulary in complex sentences.
Learning Supports	<a href="#">Note Cards</a> <a href="#">Think -aloud</a> <a href="#">Highlighted Words/Boldface Words</a> <a href="#">Charts/Posters</a> <a href="#">Teacher Support</a> <a href="#">Word Bank</a>	<a href="#">Note Cards</a> <a href="#">Think -aloud</a> <a href="#">Highlighted Words/Boldface Words</a> <a href="#">Charts/Posters</a> <a href="#">Teacher Support</a> <a href="#">Word/Phrase Bank</a>	<a href="#">Note Cards</a> <a href="#">Think -aloud</a>	<a href="#">Note Cards</a> <a href="#">Think -aloud</a>	<a href="#">Note Cards</a>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> CCSS: S.ID.7 S.ID.8 WIDA ELDS: 3 Speaking Listening Reading Writing	Interpret the slope and intercept of a linear model in the context of the data; compute (using technology) and interpret the correlation coefficient of a linear fit		Explain, orally and in writing, the interpretation of slope, intercept, and correlation coefficient of a linear model in the context of the data <i>using a peer coach, and linguistic supports.</i>  <i>Note: meaning of phrase “best fit”</i>		<b>VU:</b> Interpret, slope, intercept, correlation coefficient, linear model, “best fit”
					<b>LFC:</b> Transitional phrases, questions, complex sentences, imperative 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 interpretation of slope, intercept, and correlation coefficient of a linear model in the context of the data in L1 and/or use gestures, examples, and selected, technical words.	Explain, orally and in writing, the interpretation of slope, intercept, and correlation coefficient of a linear model in the context of the data in L1 and/or use selected, technical vocabulary in phrases and short sentences.	Explain, orally and in writing, the interpretation of slope, intercept, and correlation coefficient of a linear model in the context of the data using key, technical vocabulary in simple sentences.	Explain, orally and in writing, the interpretation of slope, intercept, and correlation coefficient of a linear model in the context of the data using key, academic vocabulary in expanded sentences.	Explain, orally and in writing, the interpretation of slope, intercept, and correlation coefficient of a linear model in the context of the data using academic vocabulary in complex sentences.
Learning Supports	<a href="#">Peer Coach</a> <a href="#">Cloze Activity</a> <a href="#">Word Bank</a>	<a href="#">Peer Coach</a> <a href="#">Sentence Frame</a> <a href="#">Word/Phrase Bank</a>	<a href="#">Peer Coach</a> <a href="#">Sentence Starter</a>	<a href="#">Peer Coach</a>	<a href="#">Peer Coach</a>

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<a href="#">Charts/Posters</a> <a href="#">L1 text and/or support</a> <a href="#">Pictures/Illustrations/diagrams</a> <a href="#">/drawings</a>	<a href="#">Chart/poster</a> <a href="#">L1 text and/or support</a>			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> CCSS: S.ID.9 WIDA ELDS: 3 Listening Speaking	Distinguish between correlation and causation in a data context.		<u>Recognize and explain</u> the distinction between correlation and causation in a data context <i>using white boards, linguistic supports and group work.</i>		<b>VU:</b> Technical vocabulary specific to word problem <hr/> <b>LFC:</b> Imperative tense, complex sentences <hr/> <b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize and explain the distinction between correlation and causation in a data context in L1 and/ or word problems with gestures, examples, and selected, technical words.	Recognize and explain the distinction between correlation and causation in a data context using L1 and/ or selected technical vocabulary in phrases and short sentences.	Recognize and explain the distinction between correlation and causation in a data context using key, technical vocabulary in simple sentences.	Recognize and explain the distinction between correlation and causation in a data context key, technical vocabulary in expanded sentences.	Recognize and explain the distinction between correlation and causation in a data context using technical vocabulary in complex sentences.
Learning Supports	<a href="#">White Board</a> <a href="#">Small group/ triads</a> <a href="#">Word Bank</a> <a href="#">Native language support</a> <a href="#">Teacher Support</a> <a href="#">Cloze Sentences</a>	<a href="#">White Board</a> <a href="#">Small group/ triads</a> <a href="#">Word Bank</a> <a href="#">Native language support</a> <a href="#">Teacher Support</a> <a href="#">Sentence Frame</a>	<a href="#">White Board</a> <a href="#">Small group/ triads</a> <a href="#">Word Bank</a> <a href="#">Sentence Starter</a>	<a href="#">White Board</a> <a href="#">Small group/ triads</a>	<a href="#">White Board</a>

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