	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO : 1	Graph and analyze the different representations of		Demonstrate comprehension of the different		VU: Slope, proportion,
CCSS:	proportional relationships and interpret the unit rate as		representations of proportional relationships by		measurement units
8.EE.5	the slope of the graph which indicates the rate of		interpreting and explaining the unit rate as the slope of the		
WIDA	change.		graph using Charts/Posters, a personal math dictionary and		LFC: Negative (which is
ELDS: 3			models.		NOT), follow directions
Speaking					
Reading			Note: ELLs may not be familiar v	with US measurement,	LC: Varies by ELP level
Writing			ounces, pounds, tons, acres		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language	Demonstrate	Demonstrate	Demonstrate comprehension	Demonstrate	Demonstrate
Objectives	comprehension of the	comprehension of the	of the different	comprehension of the	comprehension of the
	different representations	different representations of	representations of	different representations	different representations
	of proportional	proportional relationships	proportional relationships by	of proportional	of proportional
	relationships by	by interpreting and	interpreting and explaining	relationships by	relationships by
	interpreting and	explaining in L1 and/or use	using key, technical	interpreting and	interpreting and explaining
	explaining in L1 and/or	selected technical	vocabulary in simple	explaining using key	the unit rate as the slope of
	use gestures, examples	vocabulary in phrases and	sentences.	technical vocabulary in	the graph using technical
	and selected technical	short sentences.		expanded sentences.	vocabulary in complex
	words.				sentences.
Learning	Teacher Modeling	Teacher Modeling	Teacher Modeling	Teacher Modeling	Teacher Modeling
Supports	Personal math dictionary	Personal math dictionary	Personal math dictionary	Small group/triads	
	Small group/triads	Small group/triads	Small group/triads		
	Word/Picture Wall	Word/symbols wall	Sentence Starter		
	L1 text and/or support	L1 text and/or support	Word Wall		
	Charts/Posters	Sentence Frame	Charts/Posters		
		Charts/Posters			

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO : 2	Derive the equation of a line (y = mx for a line through		Demonstrate comprehension of how to derive the equation		VU: Slope, measurement
CCSS:	the origin and the equation y = mx +b for a line		of a line and use similar triangle to explain why the slope is		units, coordinate plane
8.EE.6	intercepting the vertical axis at b) and use similar		the same between any two points on a non-vertical line in		LEC: Componenting shapees
WIDA	triangles to explain why the slope (m) is the same		the coordinate plane using a Word Wall, Think Alouds,		LFC: Comparative phrases,
ELDS: 3	between any two points on a non-vertical line in the		Charts/Posters and Partner work.		relative clauses
Reading	coordinate plane.				LC: Varies by ELP level
Writing					,
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language	Demonstrate	Demonstrate	Demonstrate comprehension	Demonstrate	Demonstrate
Objectives	comprehension of the	comprehension of the	of the equation of a line and	comprehension of the	comprehension of the
	equation of a line and	equation of a line and why	why the slope is the same	equation of a line and why	equation of a line and why
	why the slope is the	the slope is the same	between any two points on a	the slope is the same	the slope is the same
	same between any two	between any two points on	non-vertical line in the	between any two points	between any two points on
	points on a non-vertical	a non-vertical line in the	coordinate plane using key,	on a non-vertical line in	a non-vertical line in the
	line in the coordinate	coordinate plane in L1	technical vocabulary in simple	the coordinate plane using	coordinate plane using
	plane in L1 and/or use	and/or use selected	sentences.	key, technical vocabulary	technical vocabulary in
	gestures, examples and	technical vocabulary in		in expanded sentences.	complex sentences.
	selected technical words.	phrases and short			
		sentences.			
Learning	Think Alouds	Think Alouds	Think Alouds	Think Alouds	Think Alouds
Supports	Charts/Posters	Charts/Posters	Charts/Posters	Charts/Posters	Charts/Posters
	Partner work	Partner work	Partner work	Partner work	
	Demonstration	Word/Picture Wall	Sentence Starter		
	Word/Picture Wall	L1 text and/or support	Word Wall		
	L1 text and/or support	Sentence Frame			
	Completed examples <u>Examples</u>				

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO : 3	Solve linear equations in one variable with rational		Demonstrate comprehension of written problems on how		VU: Linear/non-linear,
CCSS:	number coefficients that might require expanding		to solve linear equations in one variable with rational		coefficients, solution,
8.EE.7	expressions using the distributive property and/or		number coefficients that might require expanding		infinite
WIDA	combining like terms, including examples with one		expressions using the distributive property and/or		LFC: Question words
ELDS: 3	solution, infinite solutions, or no solution.		combining like terms, including examples with one solution,		LFC. Question words
Reading			infinite solutions, or no solution using a Charts/Posters, a		LC: Varies by ELP level
Writing			Word Wall and Math Journal.		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language	Demonstrate	Demonstrate	Demonstrate comprehension	Demonstrate	Demonstrate
Objectives	comprehension of written	comprehension of written	of written problems which use	comprehension of written	comprehension of written
	problems in L1 and/or	problems in L1 and/or which	key, technical vocabulary in	problems which use key,	problems which use
	which use gestures,	use selected technical	simple sentences on how to	technical vocabulary in	technical vocabulary in
	examples and selected	vocabulary in phrases and	solve linear equations in one	expanded sentences on	complex sentences on how
	technical words on how to	short sentences on how to	variable with rational number	how to solve linear	to solve linear equations in
	solve linear equations in	solve linear equations in one	coefficients.	equations in one variable	one variable with rational
	one variable with rational	variable with rational		with rational number	number coefficients.
	number coefficients.	number coefficients.		coefficients.	
Learning	Teacher Modeling	Teacher Modeling	Teacher Modeling	Teacher Modeling	Charts/Posters
Supports	Charts/Posters	Charts/Posters	Charts/Posters	Charts/Posters	Math Journal
	Math Journal	<u>Math Journal</u>	<u>Math Journal</u>	Math Journal	
	Word/Picture Wall	Word/Picture Wall	Sentence Starter		
	L1 text and/or support	L1 text and/or support	Word Wall		
	Illustrations/Illustrations/	Sentence Frame			
	<u>diagrams/drawings/drawi</u>				
	ngs				
	Competed examples				

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: 8.EE.8 WIDA ELDS:3 Speaking Writing	Solve systems of linear equations in two variables by inspection, algebraically, and/or graphically (estimate solutions) to demonstrate solutions correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.		Language ObjectiveExplain orally and in writing how to solve systems of linear equations in two variables by inspection, algebraically, and/or graphically (estimate solutions) to demonstrate solutions correspond to points of intersection of their graphs using Manipulatives, Charts/Posters, a Word Wall and a Math Journal.		 VU: Solution, coordinate plane LFC: Cause/effect 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 solutions correspond to points of intersection of their graphs in L1 and/or using gestures, examples and selected technical words in phrases.	Explain orally and in writing how solutions correspond to points of intersection of their graphs in L1 and/or using selected technical vocabulary in phrases and short sentences.	Explain orally and in writing how solutions correspond to points of intersection of their graphs using key, technical vocabulary in simple sentences.	Explain orally and in writing how solutions correspond to points of intersection of their graphs using key, technical vocabulary in expanded sentences.	Explain orally and in writing how solutions correspond to points of intersection of their graphs using technical vocabulary in complex sentences.
Learning Supports	ManipulativesMath JournalCharts/PostersWord/Picture WallL1 text and/or supportIllustrations/Illustrations/diagrams/drawings/drawings	Manipulatives Math Journal Charts/Posters Word/Picture Wall L1 text and/or support Sentence Frame	Manipulatives Math Journal Charts/Posters Sentence Starter Word Wall	Manipulatives Math Journal Charts/Posters	<u>Manipulatives</u>

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: 8.F.4 WIDA ELDS: 3 Listening Reading Writing	Construct a function to model the linear relationship between two variables and determine the rate of change and initial value of the real world data it represents from either graphs or tabulated values.		Demonstrate comprehension of the rate of change and initial value of real world data by identifying and constructing functions that model linear relationships between two variables using a Word Wall, Charts/Posters and personal math dictionary.		 VU: Function, faucet, health club membership, constant rate, fee LFC: Embedded clauses LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3 ELP 4		ELP 5
Language Objectives	Demonstrate comprehension of the rate of change and initial value of real world data by identifying the function which models the linear relationship between two variables in L1 and/or using gestures, examples and selected technical words.	Demonstrate comprehension of the rate of change and initial value of real world data by identifying the function which models the linear relationship between two variables in L1 and/or using selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of the rate of change and initial value of real world data by identifying the function which models the linear relationship between two variables using key, technical vocabulary in simple sentences.	Demonstrate comprehension of the rate of change and initial value of real world data by identifying the function which models the linear relationship between two variables using key technical vocabulary in expanded sentences.	Demonstrate comprehension of the rate of change and initial value of real world data by identifying the function which models the linear relationship between two variables using technical vocabulary in complex sentences.
Learning Supports	Teacher Modeling Personal math dictionary <u>Peer Coach</u> <u>Word/Picture Wall</u> <u>L1 text and/or support</u> Examples <u>Cloze Sentences</u>	Teacher Modeling Personal math dictionary <u>Peer Coach</u> <u>Word/Picture Wall</u> <u>L1 text and/or support</u> <u>Sentence Frame</u>	Teacher Modeling Charts/Posters Peer Coach Word Wall Sentence Starter	<u>Teacher Modeling</u> <u>Charts/Posters</u>	<u>Charts/Posters</u>

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO : 6	Sketch a graph of a function from a qualitative		Demonstrate comprehension of graphs of functions by		VU: Function, ounces,
CCSS:	description and give a qualitative description of a graph		sketching a graph of a function from a qualitative		constant rate of speed
8.F.5	of a function. 🛛		description and giving a qualitative description of graph of a		LEC: Embadded elauses
WIDA			function using a personal math dictionary, Word Wall,		LFC: Embedded clauses;
ELDS:3			examples, and a Think Alouds.		comparatives
Reading					LC: Varies by ELP level
Writing					-
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language	Demonstrate	Demonstrate	Demonstrate comprehension of	Demonstrate	Demonstrate
Objectives	comprehension of	comprehension of functions	functions by sketching a graph	comprehension of	comprehension of
	functions by sketching a	by sketching a graph of a	of a function from a qualitative	functions by sketching a	functions by sketching a
	graph of a function from	function from a qualitative	description using key, technical	graph of a function from a	graph of a function from a
	a qualitative description	description in L1 and/or	vocabulary in simple sentences.	qualitative description	qualitative description
	in L1 and/or using	using selected technical		using key, technical	using technical vocabulary
	gestures and selected	vocabulary in phrases or		vocabulary in expanded	in complex sentences.
	technical words.	short sentences.		sentences.	
Learning	Think Alouds	Think Alouds	Think Alouds	Think Alouds	Think Alouds
Supports	Personal math dictionary	Personal math dictionary	Sentence Starter		
	Word/Picture Wall	Word/Picture Wall	Word Wall		
	L1 text and/or support	L1 text and/or support	Illustrations/diagrams/drawings		
	Cloze Sentences	Sentence Frame			