

Grade 6 ELA Curricular Frameworks with ELL Scaffolds

Grade 6 Unit 2 Reading Literature and Reading Informational

Unit 2: RL.6.1, RI.6.1, and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|--|---|---|
| <ul style="list-style-type: none"> • RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • WIDA ELD 3, 4 or 5 depending on context <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Closely read the text to extract quality evidence to support a claim. • Use evidence from the text to make and check predictions when reading. • Make personal connections, make connections to other texts, and/or make global connections when relevant. • Gather evidence from the text to support inferences or explicit meaning. • Read and analyze a variety of literary genres and informational text. • Closely examine the text’s explicit content • Probe a segment of text to study and evaluate its | <ul style="list-style-type: none"> • VU: Textual evidence, inferences • LFC: Quotations, direct and reported speech sentence structure • LC: Varies by ELP levels |

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---------------------------------------|---|--|----------------|
| | | <p>multiple, deeper, and varied meanings</p> <ul style="list-style-type: none"> • Reconstruct and understand the text segment's new meaning • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Correctly cite evidence from the text | |

Grade 6 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.6.1 and RI.6.1)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|--|---|
| Outcomes and Scaffolds | Analyze text and orally identify supportive textual evidence as well as infer details in L1 and/or by matching phrase citations from adapted text to visual representations of the text. | Analyze text and orally identify supportive textual evidence as well as infer details in L1 and/or by matching sentence citations from appropriately leveled text to visual representations of the text. | Analyze text and orally identify supportive textual evidence as well as infer details from adapted literature and informational text. | Analyze text and orally identify supportive textual evidence as well as infer details from literature and informational text at the grade 5-6 text level band. | Analyze text and orally identify supportive textual evidence as well as infer details from grade-level literature and informational text. |
| Supports | <ul style="list-style-type: none"> • Graphic Organizer • Template • Partner Work • L1 support • Phrase citations • Pictures/Photographs of text • Word Wall | <ul style="list-style-type: none"> • Graphic Organizer • Template • Partner Work • L1 support • Sentence citations • Pictures/Photographs of text • Word Wall | <ul style="list-style-type: none"> • Graphic Organizer • Template • Partner Work • Word Wall • Bold Faced/Highlighted Words | <ul style="list-style-type: none"> • Graphic Organizer • Bold Faced/Highlighted Words | <ul style="list-style-type: none"> • None |

Grade 6 Unit 2 Reading Literature and Reading Informational

Unit 2: RL.6.2, RI.6.2 and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|--|--|--|
| <ul style="list-style-type: none"> • RL.6.2. Determine a theme or central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • RI.6.2. Determine a central idea of a text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Determine the theme or central message. • Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text. • Identify and use knowledge of common graphic features to help determine the central idea of a text. • Summarize texts by evaluating key details in which the central idea or theme is located. • Distinguish key (thematic) details from all other details. • Evaluate recurring ideas and changes in the characters and plot over the course of the text. • Evaluate why the author made those changes, the impact the changes had on | <ul style="list-style-type: none"> • VU: Phrases: (on page __, in other words), logical connectors, main idea, supporting details • LFC: Adverbs, compound and complex sentences using relative clauses <i>i.e.</i> who, that which • LC: Varies by ELP levels |

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---------------------------------------|---|---|----------------|
| | | <p>the reader, and the effectiveness of the author's choices.</p> <ul style="list-style-type: none"> • Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding opinion and judgment. | |

Grade 6 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.6.2, RI.6.2)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|--|---|
| Outcomes and Scaffolds | Orally explain and summarize the central idea and key details from literature and informational text in L1 and/or identify the central idea a summary of an appropriately leveled text by matching phrase citations to visual representations. | Orally explain and summarize the central idea and key details from literature and informational text in L1 and/or by matching sentence citations from appropriately leveled text to visual representations of text. | Orally explain and summarize the central idea and key details from literature and informational text. Use key content based vocabulary in simple, related sentences. | Orally explain and summarize the central idea and key details from literature and informational text in the grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary. | Orally explain and summarize the central idea and key details from grade-level literature as well as from informational text. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Story Map • Template • Partner Work • L1 support • Phrase citations • Leveled Text • Graphic organizer • Mark the text | <ul style="list-style-type: none"> • Story Map • Template • Partner Work • L1 support • Sentence citations • Graphic organizer • Leveled Text • Mark the text | <ul style="list-style-type: none"> • Story Map • Template • Partner Work • Graphic organizer • Leveled text • Mark the text | <ul style="list-style-type: none"> • Story Map • Graphic organizer • Mark the text | <ul style="list-style-type: none"> • Mark the text |

Grade 6 Unit 2 Reading Informational

Unit 2: RI.6.3 and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|--|---|
| <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples [or anecdotes]). | <ul style="list-style-type: none"> • Use a note taking structure to track key individuals, events, and/or ideas in informational text. • Identify the structure of a text. • Distinguish between different text structures. • Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. • Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method). • Analyze how the text structure affects the relationships between individuals, ideas, or events. | <ul style="list-style-type: none"> • VU: Traits, characteristics, events, challenges • LFC: Sentence structure, adjectives, sequential phrases • LC: Varies by ELP levels |

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---------------------------------------|---|---|----------------|
| | | <ul style="list-style-type: none"> • Analyze a writer’s style and presentation. • Determine the relationship between individuals, ideas, or events. | |

Grade 6 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.6.3)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|---|
| Outcomes and Scaffolds | Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching phrase citations from a leveled text to visual representations. | Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching sentence citations from leveled texts to visual representations of text. | Read and analyze how a key individual, event, or idea is developed from an adapted informational text. Use key content-based vocabulary in simple, related sentences. | Read and analyze how a key individual, event, or idea is developed from informational text within the grades 5-6 complexity level. Use complete sentences of varying lengths and emerging complexity with content-based vocabulary. | Read and analyze how a key individual, event, or idea is developed from grade-level text. Use detailed sentences of varying lengths and complexity with content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Mark text • Leveled text • Cornell note taking sheet • L1 support • Phrase citations • Pictures of text • Partner • Word/picture wall | <ul style="list-style-type: none"> • Mark text • Leveled text • Cornell note taking sheet • L1 support • Sentence citations • Pictures of text • Partner • Word/picture wall | <ul style="list-style-type: none"> • Mark text • Leveled text • Cornell note taking sheet • Partner • Word wall | <ul style="list-style-type: none"> • Mark text • Text within the grades 5-6 complexity level • Cornell note taking sheet | <ul style="list-style-type: none"> • Cornell note taking sheet |

Grade 6 Unit 2 Reading Informational

Unit 2: RI.6.4 and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|--|---|
| <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical). • Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below) • Analyze why the author made a specific word choice. • Analyze the impact of the word choice on the reader. • Evaluate the effectiveness of the author’s word choice. • Identify poetic devices used in text. • Provide an analysis of the impact of poetic devices (rhyme scheme, | <ul style="list-style-type: none"> • VU: Figurative • LFC: Sentences with figurative, connotative and technical language • LC: Varies by ELP levels |

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---------------------------------------|---|---|----------------|
| | | alliteration, consonance, etc.) on a section of a text. | |

Grade 6 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.6.4)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|---|
| Outcomes and Scaffolds | Read to determine the figurative, connotative and technical meanings of words and phrases from informational text in L1 and/or match single words to visual representations of leveled texts. | Read to determine the figurative, connotative and technical meanings of words and phrases from informational text in L1 and/or match phrases from leveled text to visual representations of texts. | Read to determine the figurative, connotative and technical meaning of words and phrases from an informational text using key content based vocabulary in simple, related sentences. | Read to determine the figurative, connotative and technical meaning of words and phrases from informational text using complete sentences of varying lengths and emerging complexity with content-based vocabulary. | Read to determine the figurative, connotative and technical meanings of words and phrases from informational text using detailed sentences of varying lengths and complexity with content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Reference materials • Highlight text • L1 support • Word/picture wall • Leveled text | <ul style="list-style-type: none"> • Reference materials • Highlight text • L1 support • Word/picture wall • Leveled text | <ul style="list-style-type: none"> • Reference materials • Highlight text • Leveled text • Word wall | <ul style="list-style-type: none"> • Reference materials • Highlight text • Text within the grades 5-6 complexity level | <ul style="list-style-type: none"> • Reference materials |

Grade 6 Unit 2 Reading Literature and Reading Informational

Unit 2: RL.6.5, RI.6.5 and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|---|---|--|
| <ul style="list-style-type: none"> • RL.6.5. Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • RI.6.5. Analyze how a sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope. • Recognize how form relates to function and how a part relates to a whole. • Distinguish between different text structures. • Identify part to whole and whole to part relationships. • Observe how the individual components of the text add to the development of the theme, setting, and plot. • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text. • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader. • Evaluate the effectiveness of the author’s choice to | <ul style="list-style-type: none"> • VU: Theme, literary analysis, structure • LFC: Subject verb agreement, complex sentences with various verb forms • LC: Varies by ELP levels |

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---------------------------------------|---|---|----------------|
| | | include this section (chapter, scene, or stanza, etc.). | |

Grade 6 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.6.5 and RI.6.5)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|---|
| Outcomes and Scaffolds | Read and analyze how a particular sentence contributes to the development of ideas connecting to the theme from literature and informational text in L1 and/or match word and phrase citations to the overall structure of a leveled text. | Read and analyze how a particular sentence contributes to the development of ideas connecting to the theme from literature as well as from an informational text in L1 and/or match sentence citations to overall structure of a leveled text. | Read and analyze how a particular sentence contributes to the development of ideas connecting to the theme from literature as well as from an adapted informational text using key content-based vocabulary in simple, related sentences. | Read to analyze how a particular sentence contributes to the development of ideas connecting to the theme from literature and informational text using complete sentences of varying lengths and emerging complexity with content-based vocabulary. | Read and analyze how a particular sentence contributes to the development of ideas connecting to the theme from grade-level literature and informational text using detailed sentences of varying lengths and complexity with content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Think Aloud • Semantic Web • Bilingual Dictionary • Glossary • L1 support • Outline • Phrase citations • Leveled text | <ul style="list-style-type: none"> • Think Aloud • Semantic Web • Bilingual Dictionary • Glossary • L1 support • Outline • Phrase citations • Leveled text | <ul style="list-style-type: none"> • Think Aloud • Word Wall • Outline • Word wall • Highlight text • Leveled text | <ul style="list-style-type: none"> • Text within the grades 5-6 complexity level • Highlight text | <ul style="list-style-type: none"> • Highlight text |

Grade 6 Unit 2 Reading Literature and Reading Informational

Unit 2: RL.6.6, RI.6.6 and WIDA Standards

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|--|--|
| <ul style="list-style-type: none"> • RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Identify various points of view. • Determine how the author develops the point-of-view of the narrator or speaker in the text. • Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader. • Determine how the author's word choice helps develop the narrator or speaker's point of view. • Evaluate the effectiveness of the author's choice in point of view. | <ul style="list-style-type: none"> • VU: Point of view, narrator, purpose • LFC: Adverbs of manner, adjectives, declarative sentences • LC: Varies by ELP levels |

Grade 6 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.6.6 and RI.6.6)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|--|--|
| Outcomes and Scaffolds | Read literature and informational text to orally explain how an author develops the point of view of the narrator or speaker in a text through tone and actions in L1 and/or answer yes/no or either/or questions or match single words with visuals. | Read literature and informational text to orally explain how an author develops the point of view of the narrator through tone and actions in L1 and/or answer wh-questions with short phrases and/or match sentence strips with point of view. | Read literature and informational text to orally explain how an author develops the point of view of the narrator through tone and actions. Use key content based vocabulary in simple, related sentences. | Read literature and informational text to orally explain how an author develops the point of view of the narrator through tone and actions. Use complete sentences of varying lengths and emerging complexity with content based vocabulary. | Read literature and informational text to orally explain how an author develops the point of view of the narrator in a grade level text through tone of words and his actions. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Think Aloud • Word Wall • L1 support • Visuals • Choice questions • Graphic Organizers • Cloze sentences | <ul style="list-style-type: none"> • Think Aloud • Word Wall • L1 support • Visuals • Leveled text • Graphic Organizers • Sentence frames | <ul style="list-style-type: none"> • Think Aloud • Word Wall • Graphic Organizers | <ul style="list-style-type: none"> • Think Aloud • Graphic Organizers | <ul style="list-style-type: none"> • Think aloud |

Grade 6 Unit 2 Writing

Unit 2: W.6.2 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|--|
| <ul style="list-style-type: none"> • W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ○ W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. ○ W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ○ W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts. ○ W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. | <ul style="list-style-type: none"> • Introduce a topic. • Compose a well-developed thesis statement. • Select appropriate text structures and text features for clarity. • Include formatting, graphics, and multimedia when useful to aid comprehension. • Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic. • Cite information correctly by following the proper format. • Transition between ideas and concepts using appropriate words and phrases. • Select specific vocabulary to inform about or explain the topic. • Consistently use a formal style. • Write a conclusion to bring all ideas to a close. | <ul style="list-style-type: none"> • VU: Relevant, format, graphics, develop, organize, fact, opinion, supporting details, main idea, transitional words and phrases, conclusion, precise • LFC: Explanatory sentences, sentences with transitional phrases and conjunctions, comparative adjectives, conjunctions, adverbs, prepositional phrases, a variety of verb forms • LC: Varies by ELP levels |

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|-------------------------------|----------------|
| <ul style="list-style-type: none"> ○ W.6.2.E. Establish and maintain a formal/academic style, approach, and form. ○ W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented. ● WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening | | |

Grade 6 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.2)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|---|---|---|--|
| Outcomes and Scaffolds | Produce a coherent written informative/ explanatory text that examines a topic and conveys relevant facts, definitions, quotations and demonstrates the relationship among ideas and concepts in L1 and/or with precise single words that represent concrete details using phrase patterns and general content-related vocabulary. | Produce a coherent written informative/ explanatory text that examines a topic and conveys relevant facts, definitions, quotations and demonstrates the relationship among ideas and concepts with a conclusion in L1 and/or with precise words in phrases and short sentences that represent concrete ideas using formulaic sentence patterns. | Produce a written, formal, informative/ explanatory text that examines a topic and conveys relevant facts, definitions, quotations and demonstrates the relationship among ideas and concepts with a conclusion by using transitional words and simple sentences that represent multiple, related concrete ideas. | Produce an organized formal informative/ explanatory text that examines a topic and conveys relevant facts, definitions, quotations and demonstrates the relationship among ideas and concepts with a conclusion using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary. | Produce a coherent, formal informative/ explanatory text that examines a topic and conveys relevant facts, definitions, quotations and demonstrates the relationship among ideas and concepts with a conclusion using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Word wall • Story map • Template • Visuals • L1 Support • Phrase wall | <ul style="list-style-type: none"> • Word Wall • Story map • Template • Visuals • L1 Support • Phrase wall | <ul style="list-style-type: none"> • Word Wall • Story map • Template • Sentence starters • Chart | <ul style="list-style-type: none"> • Story map • Chart • Reference materials | |

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|--|--|--|---|-------------|-------------|
| | <ul style="list-style-type: none"> • Cloze sentences • Reference materials | <ul style="list-style-type: none"> • Sentence frames • Reference materials | <ul style="list-style-type: none"> • Reference materials | | |

Grade 6 Unit 2 Writing

Unit 2: W.6.4 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|--|
| <ul style="list-style-type: none">• W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1–3 above). • WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Listening | <ul style="list-style-type: none">• Identify defining characteristics of different genres of writing.• Unpack a writing prompt.• Write for a specific purpose and audience.• Select an appropriate text structure or format for the task.• Use language that is precise and powerful to create voice.• Create a tone that is appropriate for one’s audience. | <ul style="list-style-type: none">• VU: Task, purpose, genres, audience• LFC: Sentences appropriate to task• LC: Varies by ELP levels |

Grade 6 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.4)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|---|
| Outcomes and Scaffolds | Develop and organize sentences in a task which is appropriate in tone to the reader in L1 and/or use single words that represent key ideas using phrase patterns and general content-related vocabulary. | Develop and organize sentences in a task which is appropriate in tone to the reader in L1 and/or use phrases and short sentences that represent key ideas with formulaic sentence patterns and general, content-based vocabulary. | Develop and organize sentences in a task which is appropriate in tone to the reader using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary. | Develop and organize sentences in a task which is appropriate in tone to the reader, using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary. | Develop clear and coherent writing for a task which is appropriate in tone to the reader using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Writing Diamond (completed) • Visuals • Word wall • L1 Support • Cloze sentences • Partner work | <ul style="list-style-type: none"> • Writing Diamond (partially completed) • Visuals • Word wall • L1 Support • Cloze sentences • Partner work | <ul style="list-style-type: none"> • Writing Diamond (partially completed by teacher) • Word wall • Sentence starters • Partner work | <ul style="list-style-type: none"> • Writing Diamond • Word wall | <ul style="list-style-type: none"> • Writing Diamond |

Grade 6 Unit 2 Writing

Unit 2: W.6.5 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|--|--|
| <ul style="list-style-type: none">• W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Listening | <ul style="list-style-type: none">• Revise and edit intentionally to improve writing.• Generate ideas to develop topic.• Revise writing with a partner or self-editing checklists.• Distinguish between editing and revising. | <ul style="list-style-type: none">• VU: Editing, rewriting, peer edit• LFC: Complex sentences, increasing specificity of nouns, verbs, adjectives, and correlative conjunctions• LC: Varies by ELP levels |

Grade 6 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.5)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|---|
| Outcomes and Scaffolds | Exchange ideas about a topic by responding in L1 and/or to wh – questions in English and add one-word or picture details to writing. | Exchange ideas about a topic by responding in L1 and/or in short phrases to add one-word or two-word details to writing incorporating general vocabulary. | Exchange ideas by speaking in simple sentences to add simple sentence length details about a topic incorporating general and content-based vocabulary. | Exchange ideas by speaking in complete sentences to add sentence length and details about a topic incorporating content-based vocabulary. | Exchange ideas by speaking in complex sentences to add complex sentence length details about a topic incorporating content- based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Word wall • Teacher support • L1 support • Visuals • Graphic organizer | <ul style="list-style-type: none"> • Word wall • Teacher support • L1 support • Visuals • Graphic organizer | <ul style="list-style-type: none"> • Word wall • Peer support • Graphic organizer | <ul style="list-style-type: none"> • Word wall | <ul style="list-style-type: none"> • Word wall |

Grade 6 Unit 2 Writing

Unit 2: W.6.6 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|--|
| <ul style="list-style-type: none"> • W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Use technological resources to enhance writing. • Give and receive feedback using technology. • Seek out authentic publishing opportunities. • Use tools including blogs and wikis, to develop writing and communicate with students in their classes. • Type a minimum of three pages in a single sitting. • Use keyboarding skills to make typing more efficient. • Type three pages in an appropriate amount of time. | <ul style="list-style-type: none"> • VU: Collaborate, interact, publish • LFC: Subject verb agreement, embedded clauses • LC: Varies by ELP levels |

Grade 6 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.6)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|---|
| Outcomes and Scaffolds | Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or single words that represent ideas using phrase patterns and general content-related vocabulary. | Publish written work by applying specific technology and collaborative skills using L1 and/or by using phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary. | Publish written work by applying specific technology and collaborative skills by using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary. | Publish written work by applying specific technology and collaborative skills using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary. | Publish clear and coherent written work by applying specific technology and collaborative skills using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Publishing checklist • Teacher feedback • Technology support • Template • Word bank • Visuals • Storyboard | <ul style="list-style-type: none"> • Publishing checklist • Teacher feedback • Technology support • Template • Word bank • Visuals • Storyboard | <ul style="list-style-type: none"> • Publishing checklist • Peer feedback • Technology support • Template • Word bank | <ul style="list-style-type: none"> • Publishing checklist • Peer feedback • Technology support | <ul style="list-style-type: none"> • Technology support |

Grade 6 Unit 2 Writing

Unit 2: W.6.7 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|---|---|
| <ul style="list-style-type: none">• W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Listening | <ul style="list-style-type: none">• Explore inquiry topics through short research projects.• Research and synthesize information from several sources.• Conduct research and synthesize multiple sources of information.• Compile a list of sources to use for a project.• Refocus the intent of the research when appropriate. | <ul style="list-style-type: none">• VU: research• LFC: Explanatory phrases and clauses• LC: Varies by ELP levels |

Grade 6 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.7)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|---|---|---|
| Outcomes and Scaffolds | Write to cite evidence from literary and informational texts to support a response to a question from L1 texts and/or use single words that represent key ideas with phrase patterns and general content-related vocabulary. | Write to cite evidence from literary and informational texts to support a response to a question from L1 texts and/or use phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary. | Write to cite evidence from literary and informational texts to support a response to a question by producing simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary. | Write to cite evidence from literary and informational texts to support a response to a question by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary. | Write to cite evidence from literary and informational texts to support a response to a question using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Graphic organizer (completed) • Mark text • Word/picture wall • Cloze sentences • L1 support • Technology support | <ul style="list-style-type: none"> • Graphic organizer (partial) • Mark text • Word/picture wall • Sentence Frames • L1 Support • Technology support | <ul style="list-style-type: none"> • Graphic organizer • Mark text • Template • Word Wall • Technology support | <ul style="list-style-type: none"> • Graphic organizer • Technology support | <ul style="list-style-type: none"> • Technology support |

Grade 6 Unit 2 Writing

Unit 2: W.6.8 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|--|--|
| <ul style="list-style-type: none"> • W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Use search terms effectively. • Assess the credibility and accuracy of each source. • Select direct and indirect quotations that relate to the topic as evidence. • Explain quotations used as support to enhance meaning. • Cite direct and indirect quotations. • Identify examples of plagiarism in writing. • Avoid plagiarism in writing. • Follow typing appropriate typing format and conventions. | <ul style="list-style-type: none"> • VU: Process, analysis, resources, plagiarism, citations • LFC: Explanatory sentences • LC: Varies by ELP levels |

Grade 6 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.8.)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|--|--|--|
| Outcomes and Scaffolds | Gather relevant information from at least one print and one digital source; assess the credibility of each source; and choose a quote from a selection. Provide author and title information for sources. | Gather relevant information from at least two print and digital sources; assess the credibility of each source; and identify a relevant quote. Provide author, title year for sources. | Gather relevant information from print and digital sources; assess the credibility of each source; quote or paraphrase the data. List basic bibliographic information for sources. | Gather relevant information from print and digital sources; assess the credibility of each source; and paraphrase the data. Provide basic bibliographic information for sources. | Gather relevant information from print and digital sources; assess the credibility of each source; and paraphrase the data. Provide bibliographic information for sources. |
| Supports | <ul style="list-style-type: none"> • Teacher Modeling • L1 support • Word/picture bank • Online resources • Template (semi-completed) • Cloze sentences | <ul style="list-style-type: none"> • Teacher Modeling • L1 support • Word/picture bank • Online resources • Template (semi-completed) • Sentence frames | <ul style="list-style-type: none"> • Word bank • Online resources • Template | <ul style="list-style-type: none"> • Online resources | <ul style="list-style-type: none"> • Online resources |

Grade 6 Unit 2 Writing

Unit 2: W.6.9, W.6.9.A, W.6.9.B and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|---|
| <ul style="list-style-type: none"> • W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ○ W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). ○ W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Write a clear thesis statement. • Identify evidence that supports claims in literary analysis. • Incorporate evidence into written pieces, using introductory phrases and transitions. • Logically connect evidence to claims in writing. | <ul style="list-style-type: none"> • VU: Cite, reflection, evidence, argument, specific to text; compare and contrast, theme, genres • LFC: Referential phrases, conjunctions phrases, transition words, comparative adjectives, adverbs, superlatives • LC: Varies by ELP levels |

Grade 6 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.9 and W.6.9.A, W.6.9.B)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|--|---|---|---|
| Outcomes and Scaffolds | Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and/or use single words that represent key ideas with phrase patterns and general content-related vocabulary. | Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and/or use phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary. | Write to cite evidence from literary and informational texts to support analysis and reflection by producing simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary. | Write clearly to cite evidence from literary and informational texts to support analysis and reflection by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures. | Write clearly and coherently to cite evidence from literary texts and from informational texts using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Graphic organizer (completed) • Mark text • Word/picture • Cloze sentences • L1 support • Technology support | <ul style="list-style-type: none"> • Graphic organizer (partial) • Mark text • Word/picture bank • Sentence Frames • L1 Support • Technology support | <ul style="list-style-type: none"> • Graphic organizer (partial) • Mark text • Template • Word Wall • Technology support | <ul style="list-style-type: none"> • Graphic organizer • Technology support | <ul style="list-style-type: none"> • Technology support |

Grade 6 Unit 2 Writing

Unit 2: W.6.10 and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|---|
| <ul style="list-style-type: none">• W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Listening | <ul style="list-style-type: none">• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.).• Reflect on and explain purposeful decisions made while writing.• Respond to a wide-variety of topics for an array of purposes and audiences.• Produce written reflections. | <ul style="list-style-type: none">• VU: Journal, task, purpose• LFC: Verb forms; declarative sentences, compound and complex sentences• LC: Varies by ELP levels |

Grade 6 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.10)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|---|--|--|
| Outcomes and Scaffolds | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by writing words from a word bank under pictures. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by extending sentence starters with original ideas. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using simple related sentences and key content based vocabulary. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers. |
| Supports | <ul style="list-style-type: none"> • Word Wall • Word Bank • Visuals • Cloze sentences • L1 support | <ul style="list-style-type: none"> • Word Wall • Word Bank • Visuals • Sentence Starters • L1 support | <ul style="list-style-type: none"> • Templates • Word Wall • Word Bank | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • None |

Grade 6 Unit 2 Speaking and Listening

Unit 2: SL.6.1, SL.6.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.D and WIDA Standards

| Speaking, Listening and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|---|
| <ul style="list-style-type: none"> • SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ○ SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ○ SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ○ SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | <ul style="list-style-type: none"> • Read required texts prior to discussions. • Prepare for discussions. • Use previous knowledge to expand discussions about a topic. • Engage in conversations about grade-appropriate topics and texts. • Participate in a variety of rich, structured conversations. • Define and identify rules for discussions, including group and individual roles. • Model appropriate behavior during discussions. • Craft and respond to specific questions based on the topic or text, elaborating when necessary. • Reflect on and paraphrase what was discussed. • Summarize the ideas expressed. | <ul style="list-style-type: none"> • VU: Probe: In my opinion, I feel that, I understand that, According to, the text states, elaborate, detail, 5-W words, reflect, paraphrase • LFC: Declarative (expressing and supporting opinions), interrogatory sentences (asking informational and clarifying questions), compound and complex sentences, retelling, present/past tense verbs, comparing • LC: Varies by ELP levels |

| Speaking, Listening and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|-------------------------------|----------------|
| <ul style="list-style-type: none">• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening | | |

Grade 6 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards Unit 1: SL.6.1, SL.6.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.D)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|--|---|--|
| Outcomes and Scaffolds | Speak and listen to develop an understanding of how to probe, paraphrase and reflect on multiple perspectives during a discussion, participate in a variety of teacher led discussions and reflect on a previously researched topic in L1 and/or use visuals and appropriately leveled text to answer single word response or yes/no questions. | Speak and listen to develop an understanding of how to probe, paraphrase and reflect on multiple perspectives during a discussion, participate in a variety of teacher led discussions and reflect on a previously researched topic in L1 and/or using phrases in sentence frames and teacher modeled techniques. | Speak and listen to a grade-level discussion to probe, paraphrase and reflect on multiple perspectives during a discussion, participate in a variety of teacher led discussions in L1 and reflect on a previously researched topic using information researched from adapted and authentic texts using simple related sentences with key content based vocabulary. | Speak and listen in a grade-level discussion to probe, paraphrase and reflect on multiple perspectives during a discussion, participate in a variety of discussion settings and reflect on a previously researched topic using complete sentences with emerging complexity and some content based vocabulary. | Speak and listen in a grade-level discussion to probe, participate in a variety of discussion settings and reflect on a previously researched topic using complete, detailed sentences of varying length and type with content based vocabulary. |

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|--|--|--|---|
| | Identify pictures showing student roles in discussions; use L1 as a resource to understand discussion guidelines. | Create guidelines, student roles and classroom goals using L1, pictorial representations, words and phrases. | Create guidelines for discussion, choose student roles and set classroom goals using key grade level vocabulary in simple sentences which may include error that do not interfere with comprehension. | Create guidelines for discussion, choose student roles and set classroom goals using complete sentences with grade level vocabulary. | Create guidelines for discussion, choose student roles and set classroom goals through negotiated agreement using detailed sentences of varying length with content based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Teacher created checklist • Word Wall • Visuals • Choice questions • L1 support • Cornell notes (completed) • Teacher modeled • Small Groups • Gestures • Role play • Strategies to participate in academic discussions | <ul style="list-style-type: none"> • Teacher created checklist • Word Wall • Visuals • Sentence Frames • L1 support • Cornell notes (partially completed) • Teacher modeled • Small Groups • Role play • Strategies to participate in academic discussions | <ul style="list-style-type: none"> • Teacher created checklist • Word Wall • Cornell notes • Teacher modeled • Small Groups • Role play • Strategies to participate in academic discussions | <ul style="list-style-type: none"> • Teacher created checklist • Cornell notes • Small Groups • Role play • Strategies to participate in academic discussions | <ul style="list-style-type: none"> • Teacher created checklist • Cornell notes • Small Groups • Role play |

Grade 6 Unit 2 Speaking and Listening

Unit 2: SL.6.3 and WIDA Standards

| Speaking, Listening and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|--|--|
| <ul style="list-style-type: none"> • SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Determine the speaker's argument and claims. • Unpack the arguments and claims. • Evaluate whether the speaker's reasoning is rational and legitimate. • Evaluate whether there is enough evidence to support the claims. | <ul style="list-style-type: none"> • VU: Analyze, interpretation, conflict(-ing), contradict(-ion), disagree/agree, factual • LFC: Comparatives, superlatives, pronouns, conjunctions • LC: Varies by ELP levels |

Grade 6 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.6.3)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|--|---|---|
| Outcomes and Scaffolds | Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not using L1 and/or by using Gestures and high-frequency, content-related single words in phrase or memorized patterns that represent key ideas. | Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not using L1 and/or by using general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas. | Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not by using key, content-based vocabulary in multiple, simple, related sentences with repetitive structures. | Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not by using key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures. | Speak and identify a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures. |
| Supports | <ul style="list-style-type: none"> • Teacher Modeling • Completed T-chart • Gestures • Choice questions • L1 support | <ul style="list-style-type: none"> • Teacher Modeling • T-chart • Word/Picture Wall • L1 support • Sentence Frame | <ul style="list-style-type: none"> • Teacher Modeling • T-chart • Word Wall | <ul style="list-style-type: none"> • Teacher Modeling | <ul style="list-style-type: none"> • None |

Grade 6 Unit 2 Speaking and Listening

Unit 2: SL.6.4 and WIDA Standards

| Speaking, Listening and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|--|
| <ul style="list-style-type: none"> • SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening | <ul style="list-style-type: none"> • Utilize skills that are common to the language production domain of speaking. • Organize ideas in a logical, sequential order. • Present information using sound, detailed, and relevant evidence in a coherent manner. • Use appropriate eye contact, adequate volume, and clear pronunciation. | <ul style="list-style-type: none"> • VU: Claims, findings, logical sequence • LFC: Compound/complex sentences • LC: Varies by ELP levels |

Grade 6 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.6.4)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|--|--|--|
| Outcomes and Scaffolds | Speak and identify a speaker’s specific claim or argument in sequence with details, using L1 and/or by using gestures and high-frequency words in phrase or memorized patterns. | Speak and identify a speaker’s specific claim or argument in sequence with details using L1 and/or by using selected vocabulary in key phrases and short sentences. | Speak and identify a speaker’s specific claim or argument in sequence with details using key vocabulary in a series of simple, related sentences. | Speak and identify a speaker’s specific claim or argument in sequence with details, using key vocabulary in expanded sentences with emerging complexity. | Speak and identify a speaker’s specific claim or argument in sequence with details, using precise vocabulary in multiple, complex sentences. |
| Supports | <ul style="list-style-type: none"> • Teacher modeling • Completed • T-chart • Gestures • Yes/no questions • Word/picture Wall • L1 support • Choice questions • Partner work | <ul style="list-style-type: none"> • Teacher modeling • Semi-completed T-chart • Word/Picture Word Wall • L1 support • Partner work • Sentence Frames • Partner work | <ul style="list-style-type: none"> • Teacher modeling • T-chart • Word wall • Partner work | <ul style="list-style-type: none"> • Partner work | <ul style="list-style-type: none"> • Partner work |

Grade 6 Unit 2 Speaking and Listening

Unit 2: SL.6.6 and WIDA Standards

| Speaking, Listening and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|--|
| <ul style="list-style-type: none">• SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see grade 6 Language standards 1 and 3 for specific expectations).• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening | <ul style="list-style-type: none">• Orally present information, using appropriate speech, in a variety of situations.• Manipulate the speech based upon context. | <ul style="list-style-type: none">• VU: Formal vs. informal English• LFC: Based on ELP levels• LC: Varies by ELP levels |

Grade 6 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.6.6)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|---|--|
| Outcomes and Scaffolds | Demonstrate a command of formal/informal English and its conventions by producing or processing high-frequency, content-related single words in phrase or memorized patterns that represent key ideas. | Demonstrate a command of formal/informal English and its conventions by producing or processing general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas. | Demonstrate a command of formal/informal English and its conventions by producing or processing key, content-based vocabulary in multiple, simple, related sentences using repetitive structures. | Demonstrate a command of formal/informal English and its conventions by producing or processing key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures. | Demonstrate a command of formal/informal English and its conventions by producing or processing precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures. |
| Supports | <ul style="list-style-type: none"> • Reference Sheet (print & digital, bilingual & English) • Word/Picture Wall • L1 support • Gestures | <ul style="list-style-type: none"> • Reference Sheet (print & digital, bilingual & English) • Word/Picture Wall • L1 support • Gestures | <ul style="list-style-type: none"> • Reference Sheet (print & digital, bilingual & English) • Word/Picture Wall • Gestures | <ul style="list-style-type: none"> • Reference Sheet (print & digital) | <ul style="list-style-type: none"> • Reference Sheet (print & digital) |

Grade 6 Unit 2 Language

Unit 2: L.6.1, L.6.1.B, L.6.1.E and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|---|---|
| <ul style="list-style-type: none"> • L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ L.6.1.B. Use intensive pronouns (e.g., myself, ourselves). ○ L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Reading ○ Writing | <ul style="list-style-type: none"> • Identify pronouns in writing. • Ensure that pronouns are in the proper case (subjective, objective, possessive). • Revise grammatical errors in writing. • Perform peer reviews of writing to identify and correct grammatical errors. • Identify and use strategies to revise writing. | <ul style="list-style-type: none"> • VU: Intensive pronouns • LFC: Describing people and actions • LC: Varies by ELP levels |

Grade 6 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.6.1, L.6.1.B, L.6.1.E)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|--|--|
| Outcomes and Scaffolds | Use high frequency intensive pronouns (myself, himself) when writing or speaking with key content based, appropriately leveled vocabulary. | Use common intensive pronouns when writing or speaking with key content based, appropriately leveled vocabulary and short sentences. | Use intensive pronouns when writing or speaking with key content based, vocabulary and simple sentence structure. | Use intensive pronouns when writing or speaking with content based vocabulary and language structures. | Use intensive pronouns when writing or speaking with content based grade level vocabulary and language structures. |
| Supports | <ul style="list-style-type: none"> • Word Wall • Cloze sentences • Pictures/Photographs • L1 support • Reference sheet | <ul style="list-style-type: none"> • Word Wall • Sentence Frames • Pictures/Photographs • L1 support • Reference sheet | <ul style="list-style-type: none"> • Word Wall • Reference sheet | <ul style="list-style-type: none"> • Reference sheet | <ul style="list-style-type: none"> • Reference sheet |

Grade 6 Unit 2 Language

Unit 2: L.6.2.A, L.6.2.B and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|---|
| <ul style="list-style-type: none"> • L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ○ L.6.2.B. Spell correctly. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing | <ul style="list-style-type: none"> • Define and identify nonrestrictive/parenthetical elements in writing. • Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements. • Apply common rules and patterns to spell words correctly in writing. | <ul style="list-style-type: none"> • VU: Capitalize, punctuation, dash, parentheses, spelling conventions • LFC: Apply capitalization and punctuation(nonrestrictive/parenthetical) in writing sentences structure specific to text, apply conventional spelling rules • LC: Varies by ELP levels |

Grade 6 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.6.2.A, L.6.2.B)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|--|--|--|
| Outcomes and Scaffolds | Write using the proper capitalization and punctuation conventions of standard English with high frequency content based, appropriately leveled vocabulary and short sentences. | Write using the proper capitalization and punctuation conventions of standard English with key content based appropriately leveled vocabulary and short sentences. | Write using the proper capitalization and punctuation conventions of standard English with key content based grade 5-6 level vocabulary and simple sentence structure. | Write using the proper capitalization and punctuation conventions of standard English with content based grade 5-6 level vocabulary and language structures. | Write using the proper capitalization and punctuation conventions of standard English with content based grade level vocabulary and language structures. |
| | Demonstrate command of English spelling conventions for high frequency words. | Demonstrate command of English spelling conventions for key content vocabulary and high frequency words. | Demonstrate command of English spelling conventions for key reading and content vocabulary. | Demonstrate command of English spelling conventions for reading and content vocabulary. | Demonstrate command of English spelling conventions for reading and content grade level vocabulary. |
| Supports | <ul style="list-style-type: none"> Teacher created mechanics chart Teacher created checklist L1 support Word Wall | <ul style="list-style-type: none"> Teacher created mechanics chart Teacher created checklist L1 support Word Wall | <ul style="list-style-type: none"> Teacher created mechanics chart Teacher created checklist Word Wall | <ul style="list-style-type: none"> Teacher created mechanics chart Teacher created checklist | <ul style="list-style-type: none"> Teacher created checklist |

Grade 6 Unit 2 Language

Unit 2: L.6.3, L.6.3.A, L.6.3.B and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|---|
| <ul style="list-style-type: none">• L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">○ L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.○ L.6.3.B. Maintain consistency in style and tone.• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Listening○ Reading | <ul style="list-style-type: none">• Identify various sentence patterns in reading.• Incorporate various sentence patterns to create style and voice in writing.• Use a consistent style and tone when writing or speaking. | <ul style="list-style-type: none">• VU: Formal vs. informal English• LFC: Varies by ELP levels• LC: Varies by ELP levels |

Grade 6 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.6.3, L.6.3.A, L.6.3.B)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|--|---|---|
| Outcomes and Scaffolds | Demonstrate a command of formal English and its conventions by producing or processing varying sentence patterns for meaning when writing, speaking single words that represent key ideas using phrase patterns and general content-related vocabulary. | Demonstrate a command of formal English and its conventions by producing or processing varying sentence patterns in phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary. | Demonstrate a command of formal English and its conventions by producing or processing varying sentence patterns in simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary. | Demonstrate a command of formal English and its conventions by producing or processing varying sentence patterns in expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary. | Demonstrate a command of formal English and its conventions by producing or processing varying sentence patterns in multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Reference materials • Word/picture wall • L1 support • Cloze sentences • Visuals | <ul style="list-style-type: none"> • Reference materials • Word/picture wall • L1 support • Sentence frames • Visuals | <ul style="list-style-type: none"> • Reference materials • Word wall • Template | <ul style="list-style-type: none"> • Reference materials | <ul style="list-style-type: none"> • Reference materials |

Grade 6 Unit 2 Language

Unit 2: L.6.4, L.6.4.A, L.6.4.C, L.6.4.D and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|--|
| <ul style="list-style-type: none"> ● L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ○ L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ○ L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ● WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening ○ Reading | <ul style="list-style-type: none"> ● Use a word's position in a sentence as a clue to the meaning of a word. ● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase. ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word. ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. ● Use reference materials to check the inferred meaning of words. | <ul style="list-style-type: none"> ● VU: Context clues, pronunciation ● LFC: Definition genre ● LC: Varies by ELP levels |

Grade 6 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.6.4, L.6.4.A, L.6.4.C, L.6.4.D)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|--|---|
| Outcomes and Scaffolds | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues. Match content–related pictures to words. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 6 reading and content; use sentence and paragraph level context clues. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5-6 reading and content; use sentence and paragraph level context clues. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content using sentence and paragraph level context clues. |
| Supports | <ul style="list-style-type: none"> • Teacher created affix chart • Reference materials • Cognates • L1 support • Background knowledge | <ul style="list-style-type: none"> • Teacher created affix chart • Reference materials • Cognates • L1 support • Background knowledge | <ul style="list-style-type: none"> • Teacher created affix chart • Reference materials • Cognates • Background knowledge | <ul style="list-style-type: none"> • Reference materials Cognates • Background knowledge | <ul style="list-style-type: none"> • Reference materials |

Grade 6 Unit 2 Language

Unit 2: L.6., L.6.5 B and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|--|--|
| <ul style="list-style-type: none"> • L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ L.6.5.B. Use the relationship between words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading ○ Listening | <ul style="list-style-type: none"> • Identify the relationship of words in reading. • Clarify words by using the relationship between them in writing. | <ul style="list-style-type: none"> • VU: Figures of speech, euphemism, oxymoron • LFC: Sentences with figurative language • LC: Varies by ELP levels |

Grade 6 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.6.5, L.6.5.B)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|---|--|
| Outcomes and Scaffolds | Read to determine the meaning figurative language, word relationships and nuances in L1 and/or selected vocabulary within an excerpt from a grade level text. | Read to determine the meaning figurative language, word relationships and nuances in L1 and/or selected vocabulary and phrases within an excerpt from a grade level text. | Read to determine figurative language, word relationships and nuances within an adapted text. | Read to determine figurative language, word relationships and nuances within a grade 5-6 text complexity level. | Read to determine figurative language, word relationships and nuances in grade level text. |
| Supports | <ul style="list-style-type: none"> Multiple resources Picture Dictionaries Text in L1 Visuals L1 support | <ul style="list-style-type: none"> Multiple resources Picture Dictionaries Text in L1 Visuals L1 support | <ul style="list-style-type: none"> Multiple resources Visuals | <ul style="list-style-type: none"> Multiple resources | <ul style="list-style-type: none"> Multiple resources |

Grade 6 Unit 2 Language

Unit 2: L.6.6 and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|--|---|--|
| <ul style="list-style-type: none"> • L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading ○ Listening | <ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary. • Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. • Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. • Acquire and use accurately grade appropriate general academic and domain specific words and phrases. • Dissect assignments and determine the key processes required. | <ul style="list-style-type: none"> • VU: Academic, content, phrases • LFC: Subject verb agreement • LC: Varies by ELP levels |

Grade 6 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.6.6)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|---|---|
| Outcomes and Scaffolds | Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1; and/or single key content based vocabulary words, by matching words and pictures or completing cloze sentences. | Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1 and/or short phrases of key content based vocabulary by matching phrases with pictures or completing sentence frames. | Acquire and use general academic and domain-specific words and phrases from adapted text. Use simple sentences which may include errors that do not interfere with meaning. | Acquire and use general academic and domain-specific words and phrases from grade 5-6 text level band. Use complete sentences with emerging complexity. | Acquire and use grade-appropriate general academic and domain-specific words and phrases. Use detailed sentences of varying lengths and complexity. |
| Supports | <ul style="list-style-type: none"> • Content specific Word Wall • L1 support • Cloze sentences • Pictures/Photographs | <ul style="list-style-type: none"> • Content specific Word Wall • L1 support • Sentence Frames • Pictures/Photographs | <ul style="list-style-type: none"> • Content specific Word Wall | <ul style="list-style-type: none"> • Content specific Word Wall | <ul style="list-style-type: none"> • Content specific Word Wall |