

Grade 6 ELA Curricular Frameworks with ELL Scaffolds

Grade 6 Unit 3 Reading Literature and Reading Informational

Unit 3: 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
<p>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.</p> <ul style="list-style-type: none"> • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<p>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.</p> <ul style="list-style-type: none"> • 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 (questioning, determining importance, looking for patterns) 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 texts. • Closely examine the text’s explicit content. 	<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
		<ul style="list-style-type: none"> • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings. • 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 (this is the first time the term “cite” is used, before that it says quote accurately and refer to). 	

Grade 6 Unit 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: 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 particular 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 particular 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 (charts, maps, diagrams, captions, illustrations) 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. 	<p>VU: Phrases: (on page __, in other words), logical connectors, main idea, supporting details</p> <p>LFC: Adverbs, compound and complex sentences using relative clauses <i>i.e.</i> who, that which</p> <p>LC: Varies by ELP levels</p>

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		<ul style="list-style-type: none"> • Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices. • Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment. 	

Grade 6 Unit 3 Reading Literature and Reading Informational

Unit 3: 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 grade-level literature as well as from 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 grade-level literature as well as from 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 adapted literature as well as from informational text in the grade 5-6 text level band. Use key content based vocabulary in simple, related sentences which may include errors which do not interfere with meaning.	Orally explain and summarize the central idea and key details from literature as well as from 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 • Visuals • Adapted Text • Graphic organizer 	<ul style="list-style-type: none"> • Story Map • Template • Partner Work • L1 support • Sentence citations • Visuals • A Graphic organizer • Visual representations 	<ul style="list-style-type: none"> • Story Map • Template • Partner Work • Graphic organizer • Adapted leveled text 	<ul style="list-style-type: none"> • Story Map • Graphic organizer • Marking the text • Text within the grades 5-6 complexity level 	<ul style="list-style-type: none"> • None

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"> • Visual representations 	<ul style="list-style-type: none"> • Adapted Text 			

Grade 6 Unit 3 Reading Literature
Unit 3: RL.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"> • RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • WIDA ELD: 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Explain the parts of a plot; provide a summary of each part. • Observe and analyze how story characters and plot interact and develop throughout a given text. • Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways. • Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits. 	<ul style="list-style-type: none"> • VU: Main idea; plot • LFC: Describe people, places, things <i>i.e.</i> present progressive tense, adverbs • LC: Varies by ELP levels

Grade 6 Unit 3 Reading Informational

Unit 3: 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	Describe and sequence how the story's plot unfolds in grade level text in L1 and/or sequence the plot by using gestures, single word, or yes/no responses to questions and matching short phrase citations to illustrated text.	Describe and sequence how the story's plot unfolds in grade level text in L1 and/or sequence the plot by sorting content-related visuals with short sentences from appropriately leveled text in English.	Describe and sequence how the story's plot unfolds from adapted literature in the grade 5-6 text level band. Use key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	Describe and sequence how the story's plot unfolds from literature in the grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Describe and sequence how the story's plot unfolds in a series of episodes in grade-level text. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Supports	<ul style="list-style-type: none"> Plot diagram Role playing or re-enacting scenarios Story Map L1 support Illustrated text Recordings of text (Technology) Bilingual Dictionary 	<ul style="list-style-type: none"> Plot diagram Role playing or re-enacting scenarios Story Map Bilingual Dictionary Glossary L1 support Illustrated text Recordings of text 	<ul style="list-style-type: none"> Plot diagram Role playing or re-enacting scenarios Story Map Bilingual Dictionary Glossary 	<ul style="list-style-type: none"> Plot diagram Role playing or re-enacting scenarios 	<ul style="list-style-type: none"> Plot diagram

Grade 6 Unit 3 Reading Literature
Unit 3: RL.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"> • RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • None 	<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 	<ul style="list-style-type: none"> • VU: Figurative, connotative • LFC: Idiomatic expressions, sentences with figurative language • LC: Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		(rhyme scheme, alliteration, consonance, etc.) on a particular section of a text.	

Grade 6 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.6.4.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Define words from appropriately leveled text and identify examples of figurative and connotative language by matching objects/pictures to words.	Define words and phrases from appropriately leveled text and identify examples of figurative and connotative language by matching phrases to visuals.	Define words and phrases and identify examples of connotative and figurative language in literature from adapted grade 5-6 text-level band.	Define words and phrases and identify connotative and figurative language in grade 5-6 text level band.	Define words and phrases including figurative and connotative meanings, in grade-level text.
Supports	<ul style="list-style-type: none"> • Bilingual Dictionary • Mark the text • L1 support • Cartoons/comic of figurative language 	<ul style="list-style-type: none"> • Bilingual Dictionary • Mark the text • L1 support • Cartoons/comic of figurative language 	<ul style="list-style-type: none"> • Bilingual Dictionary • Mark the text • Cartoons/comic of figurative language 	<ul style="list-style-type: none"> • Bilingual Dictionary • Mark the text • Cartoons/comic of figurative language 	<ul style="list-style-type: none"> • None

Grade 6 Unit 3 Reading Literature
Unit 3: RL.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 particular 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"> • None 	<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 • LFC: Subject verb agreement, embedded clauses • 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 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.6.5.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze words in one sentence and how they connect to the theme	Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze words and phrases in one sentence to understand theme.	Analyze one sentence and discuss how it connects to the theme using key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	Analyze one sentence and discuss how it connects to the theme using complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Analyze one sentence and discuss how it connects to the theme using detailed sentences of varying lengths and complexity with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Think Aloud • Triads or Small Groups • Pictures/Photographs • Semantic Web • Bilingual Dictionary • Glossary • L1 support 	<ul style="list-style-type: none"> • Think Aloud • Triads or Small Groups • Pictures/Photographs • Semantic Web • Bilingual Dictionary • Glossary • L1 support 	<ul style="list-style-type: none"> • Think Aloud • Triads or Small Groups • Word Wall • Template 	<ul style="list-style-type: none"> • Think Aloud 	<ul style="list-style-type: none"> • None

Grade 6 Unit 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: 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 as well as 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 as well as 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 adapted literature as well as informational text to orally explain how an author develops the point of view of the narrator in an adapted text through tone and actions. Use key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning.	Read literature as well as informational text to orally explain how an author develops the point of view of the narrator in a grade 5-6 text level text band through tone and actions. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Read literature as well as 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"> • Triads or Small Groups • Think Aloud • Word Wall • L1 support • Visuals • Choice questions 	<ul style="list-style-type: none"> • Triads or Small Groups • Think Aloud • Word Wall • L1 support • Visuals 	<ul style="list-style-type: none"> • Triads or Small Groups • Think Aloud • Word Wall • Graphic Organizers 	<ul style="list-style-type: none"> • Triads or Small Groups • Graphic Organizers 	<ul style="list-style-type: none"> • None

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"> • Graphic Organizers • Cloze sentences 	<ul style="list-style-type: none"> • Triads or Small Groups • Choice questions • Leveled text • Graphic Organizers • Sentence frames 			

Grade 6 Unit 3 Reading Literature
Unit 3: RL.6.7. 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.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Compare and contrast texts across various genres on the same theme or topic. • Evaluate multiple approaches to the same subject. • Compare text to multimedia as it impacts the audience. 	<ul style="list-style-type: none"> • VU: Compare, contrast, audio, visual, live version, perceive • LFC: Comparative and superlative adjectives; conjunctions; adverbs • LC: Varies by ELP levels

Grade 6 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.6.7.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Compare and contrast the experience of reading a story versus multi-media version in L1. And/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Use short simple sentences with key content based vocabulary to compare and contrast the live version to the written version of the text.	Use complete constructed sentences with some content based vocabulary to compare and contrast the live version to the written version of the text.	Use detailed sentences of varying lengths and complexity with content based vocabulary to compare and contrast the experience of reading a story versus multi-media version.
Supports	<ul style="list-style-type: none"> • Venn Diagram • Word Wall • L1 support • Pictures/Photographs • Video Clips/Films • Word card 	<ul style="list-style-type: none"> • Venn Diagram • Word Wall • L1 support • Pictures/Photographs • Video Clips/Films • Sentence strips 	<ul style="list-style-type: none"> • Venn Diagram • Word Wall 	<ul style="list-style-type: none"> • Venn Diagram 	<ul style="list-style-type: none"> • None

Grade 6 Unit 3 Reading Literature
Unit 3: RL.6.9. 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.6.9.Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Compare and contrast texts of different genres that share similar themes. • Analyze how each author conveys the same message through different avenues. • Investigate the authors’ dissimilar backgrounds that inspire such works (themes). • Compare/contrast how each author infuses their philosophy and persona into their work. • Analyze the impact of the differences in forms or genres on the reader. • Evaluate the effectiveness of each author’s approach to the theme and topic. 	<ul style="list-style-type: none"> • VU: Similarities, differences, facts, fiction • LFC: Comparative and superlative adjectives; conjunctions; adverbs and parallelism • LC: Varies by ELP levels

Grade 6 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.6.9.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions.	Compare and contrast the experience of reading a story versus multi-media version in L1. And/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram.	Use short simple sentences with key content based vocabulary to compare and contrast the live version to the written version of the text.	Use complete constructed sentences with some content based vocabulary to compare and contrast the live version to the written version of the text.	Use detailed sentences of varying lengths and complexity with content based vocabulary to compare and contrast the experience of reading a story versus multi-media version.
Supports	<ul style="list-style-type: none"> • Venn Diagram • Word Wall • L1 support • Pictures/Photographs • Video Clips/Films • Word card 	<ul style="list-style-type: none"> • Venn Diagram • Word Wall • L1 support • Pictures/Photographs • Video Clips/Films • Sentence strips 	<ul style="list-style-type: none"> • Venn Diagram • Word Wall 	<ul style="list-style-type: none"> • Venn Diagram 	<ul style="list-style-type: none"> • None

Grade 6 Unit 3 Writing

Unit 3: W.6.3., W.6.3.A., W.6.3.B., W.6.3.C., W.6.3.D., W.6.3.E. and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ○ W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ○ W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ○ W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ○ W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<ul style="list-style-type: none"> • Engage and orient the reader by establishing a context. • Engage the reader with a story hook • Introduce a narrator and/or characters. • Organize an event sequence that unfolds naturally and logically. • Use narrative techniques effectively to develop experiences, events, and/or characters. • Transition from one idea to the next by using appropriate words and phrases. • Use figurative language to aid in description. • Describe ideas by using sensory and specific language. • Write a conclusion that brings the story events to a meaningful close. • Clearly convey a conflict and a resolution to the conflict. 	<ul style="list-style-type: none"> • VU: Event sequencing, narrative, dialogue, pacing, storyboard, transitional words, word choice, clauses, signal shift, sensory and descriptive nouns and adjectives, vocabulary pertaining to concluding statements content-based, grade-level vocabulary • LFC: Nouns, pronouns, adjectives, present progressive tense, adverbs, sequencing, adverbs of time, relative clauses and subordinate conjunctions • LC: Varies by ELP levels

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> ○ W.6.3.E. Provide a conclusion that follows from the narrated experiences or events. ● WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading ○ Listening 		

Grade 6 Unit 3 Writing

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.3., W.6.3.A., W.6.3.B., W.6.3.C., W.6.3.D., W.6.3.E.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write narratives in complete detailed sentences of varying length and types using effective techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters well-structured event sequences and a conclusion in drawings, L1 and/or short, phrases or captions under pictures in English with selected vocabulary.	Write narratives in complete detailed sentences of varying length and types using effective techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters well-structured event sequences and a conclusion in L1 and/or short, sentence-level narratives as captions under pictures in English with selected vocabulary.	Write narratives using effective techniques, such as transitions, dialogue, pacing, and description to develop experiences, events, and/or characters with a conclusion in a series of simple, related sentences, using well-structured event sequences and key vocabulary	Write narratives using effective techniques, such as transitions, dialogue, pacing, and description to develop experiences, events, and/or characters with a conclusion in expanded sentences of emerging complexity using well-structured event sequences with key vocabulary.	Write narratives using effective techniques, such as transitions, dialogue, pacing, and description to develop experiences, events, and/or characters with a conclusion in complete detailed sentences of varying length and type using well-structured event sequences with content-based, grade-level vocabulary.
Supports	<ul style="list-style-type: none"> • Story Map • Word/Picture Wall • Visuals 	<ul style="list-style-type: none"> • Story Map • Word/Picture Wall • Visuals 	<ul style="list-style-type: none"> • Story Map • Word Wall 	<ul style="list-style-type: none"> • Story Map • Sensory details chart 	<ul style="list-style-type: none"> • Story Map • Sensory details chart

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"> • Phrase captions • Gestures • L1 support • Teacher created Checklist • Choice questions • Sensory details chart • Writing diamond 	<ul style="list-style-type: none"> • Sentence captions • L1 support • Sentence Frames • Teacher created Checklist • Sensory details chart • Writing diamond 	<ul style="list-style-type: none"> • Teacher created Checklist • Sensory details chart • Writing diamond 	<ul style="list-style-type: none"> • Writing diamond 	<ul style="list-style-type: none"> • Writing diamond

Grade 6 Unit 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 	<ul style="list-style-type: none"> • None

Grade 6 Unit 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 or two word details to writing incorporating general vocabulary.	Exchange ideas by speaking in simple sentences in order to add simple sentence length details about a topic incorporating general and content-based vocabulary.	Exchange ideas by speaking in complete sentences in order to add sentence length and details about a topic incorporating content-based vocabulary.	Exchange ideas by speaking in complex sentences in order 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 (e.g., spell check, online thesaurus, grammar check) • Template • Word wall 	<ul style="list-style-type: none"> • Publishing checklist • Teacher feedback • Technology support (e.g., spell check, online thesaurus, grammar check) • Template • Word wall 	<ul style="list-style-type: none"> • Publishing checklist • Peer feedback • Technology support (e.g., spell check, online thesaurus, grammar check) • Template • Word Wall 	<ul style="list-style-type: none"> • Publishing checklist • Peer feedback • Technology support (e.g., spell check, online thesaurus, grammar check) 	<ul style="list-style-type: none"> • Technology support (e.g., spell check, online thesaurus, grammar check)

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"> • Visuals/Storyboard 	<ul style="list-style-type: none"> • Visuals/Storyboard • Sentence frames 			

Grade 6 Unit 3 Writing

Unit 3: 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:• LFC:• LC: Varies by ELP levels

Grade 6 Unit 3 Writing

Unit 3: 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 texts and from 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 texts and from 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 adapted literary texts and from 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 texts and from 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 texts and from 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) • Marking the text • Word/picture wall • Visuals • Cloze sentences • L1 support • Technology support (e.g., spell check, online) 	<ul style="list-style-type: none"> • Graphic organizer (partially completed by teacher) • Marking the text • Word/picture wall • Visuals • Sentence Frames • L1 Support • Technology support (e.g., spell 	<ul style="list-style-type: none"> • Graphic organizer (partially completed by teacher) • Marking the text • Template • Word Wall • Technology support (e.g., spell check, online) 	<ul style="list-style-type: none"> • Graphic organizer • Technology support (e.g., spell check, online thesaurus, grammar check) 	<ul style="list-style-type: none"> • Technology support (e.g., spell check, online thesaurus, grammar check)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	thesaurus, grammar check).	check, online thesaurus, grammar check)	thesaurus, grammar check)		

Grade 6 Unit 3 Writing

Unit 3: 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 • LFC: Explanatory sentences • LC: Varies by ELP levels

Grade 6 Unit 3 Writing

Unit 3: 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	List basic bibliographic information for sources when writing arguments in L1 and/or by producing single words that represent key ideas using phrase patterns and general, content-related vocabulary.	List basic bibliographic information for sources when writing arguments in L1 and/or by producing phrase and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	List basic bibliographic information for sources.	List basic bibliographic information for sources when writing arguments.	List complete bibliographic information for sources when writing arguments.
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 3 Writing

Unit 3: 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. • 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 3 Writing

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.6.9. and W.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 texts and from 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 texts and from 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 adapted literary texts and from 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 to cite evidence from literary texts and from informational texts to support analysis and reflection by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	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) • Marking the text • Word/picture wall • Visuals • Cloze sentences • L1 support • Technology support (e.g., spell check, online) 	<ul style="list-style-type: none"> • Graphic organizer (partially completed by teacher) • Marking the text • Word/picture wall • Visuals • Sentence Frames • L1 Support 	<ul style="list-style-type: none"> • Graphic organizer (partially completed by teacher) • Marking the text • Template • Word Wall • Technology support (e.g., spell check, online) 	<ul style="list-style-type: none"> • Graphic organizer • Technology support (e.g., spell check, online thesaurus, grammar check) 	<ul style="list-style-type: none"> • Technology support (e.g., spell check, online thesaurus, grammar check)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	thesaurus, grammar check)	<ul style="list-style-type: none"> • Technology support (e.g., spell check, online thesaurus, grammar check) 	thesaurus, grammar check)		

Grade 6 Unit 3 Writing

Unit 3: 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 be able to 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 3 Writing

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards Unit 3: 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 further 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 further 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 appropriately leveled text using phrases in sentence frames and teacher modeled techniques.	Speak and listen to a grade-level discussion to further 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 further probe, paraphrase and reflect on multiple perspectives during a discussion, participate in a variety of collaborative 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 further probe, participate in a variety of collaborative 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
	<p>Identify pictures showing student roles in discussions; use L1 as a resource to understand discussion guidelines.</p>	<p>Create guidelines, student roles and classroom goals using L1, pictorial representations, words and phrases.</p>	<p>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.</p>	<p>Create guidelines for discussion, choose student roles and set classroom goals using complete sentences with grade level vocabulary.</p>	<p>Create guidelines for discussion, choose student roles and set classroom goals through negotiated agreement using detailed sentences of varying length with content based vocabulary.</p>
<p>Supports</p>	<ul style="list-style-type: none"> • Teacher created checklist • Word Wall • Visuals • Choice questions • L1 support • Cornell notes (completed) • Teacher modeled techniques • Triads or Small Groups • Gestures • Role play • Template 	<ul style="list-style-type: none"> • Teacher created checklist • Word Wall • Visuals • Sentence Frames • L1 support • Cornell notes (partially completed) • Teacher modeled techniques • Triads or Small Groups • Sentence Frames • Role play • Template 	<ul style="list-style-type: none"> • Teacher created checklist Partner Work • Word Wall • Cornell notes • Teacher modeled techniques • Triads or Small Groups • Role play • Template • Strategies to participate in academic discussions • Bilingual Dictionary 	<ul style="list-style-type: none"> • Teacher created checklist • Cornell notes • Triads or Small Groups • Role play • Strategies to participate in academic discussions • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher created checklist • Cornell notes • Triads or Small Groups • Role play

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"> • Pictures/Photographs • Strategies to participate in academic discussions • Bilingual Dictionary • Graphic Organizer • Choice questions 	<ul style="list-style-type: none"> • Pictures/Photographs • Strategies to participate in academic discussions • Bilingual Dictionary • Graphic Organizer • L1 support • Sentence Frames • Phrase strips 	<ul style="list-style-type: none"> • Graphic Organizer 		

Grade 6 Unit 3 Speaking and Listening

Unit 3: SL.6.2. and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Interpret and evaluate information presented in diverse media and formats. • Explain how each medium shapes or influences the audience’s perception and understanding of the information presented. • Evaluate the effectiveness of the chosen format for presenting the information. • Observe how various mediums appeal to one or more senses with varying levels of intensity. • Compare the reading of a speech to watching a video of the speech. 	<ul style="list-style-type: none"> • VU: Interpret, explain • LFC: Present and past tense verbs, dependent and independent clauses • LC: Varies by ELP levels

Grade 6 Unit 3 Speaking and Listening

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.6.2.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Listen to presentation of grade-level information and explain how it contributes to a topic using L1 and/or using single words that represent key ideas using phrase patterns and general, content-related vocabulary.	Listen to presentation of grade level information and explain how it contributes to a topic in L1 and/or use phrases and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Listen to presentation of adapted grade level information and explain how it contributes to a topic producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Listen to presentation of grade level information and explain how it contributes to a topic by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Listen to presentation of grade level information and explain how it contributes to a topic using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Outline (completed) • Notes • Word/picture bank • L1 support • Cloze sentences • Pictures/Visuals 	<ul style="list-style-type: none"> • Outline (partially completed) • Notes • Pictures/Visuals • Word/picture bank • L1 support • Sentence frames 	<ul style="list-style-type: none"> • Outline (partially completed) • Notes • Word bank 	<ul style="list-style-type: none"> • Outline • Notes 	<ul style="list-style-type: none"> • None

Grade 6 Unit 3 Speaking and Listening
Unit 3: 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 3 Speaking and Listening

Unit 3: 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 • Visuals • Gestures • Yes / no questions • Word Wall • Pictures/ Photographs • L1 support • Choice questions • Partner work 	<ul style="list-style-type: none"> • Teacher modeling • Semi-completed • T-chart • Word/Picture Word Wall • Visuals • Pictures/ Photographs • 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 in a variety of situations 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 in a variety of situations 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 in a variety of situations 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 in a variety of situations 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 in a variety of situations 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, bilingual & English) 	<ul style="list-style-type: none"> • None

Grade 6 Unit 3 Language

Unit 3: L.6.1., L.6.1.C., L.6.1.D., 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.C. Recognize and correct inappropriate shifts in pronoun number and person. ○ L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). ○ 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: Conventions, usage; content-based, grade-level vocabulary • LFC: Specific to context and task • LC: Varies by ELP levels

Grade 6 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.6.1., L.6.1.C., L.6.D., 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	Write and speak to demonstrate recognition of inappropriate shifts in pronoun number and person as well as correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) using selected vocabulary in key phrase patterns.	Write and speak to demonstrate recognition of inappropriate shifts in pronoun number and person as well as correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) selected vocabulary in phrases and short sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person as well as correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) using key vocabulary in a series of simple, related sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person as well as correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) using key vocabulary in expanded and some complex sentences.	Write and speak to demonstrate recognition of and correction of inappropriate shifts in pronoun number and person as well as correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) using precise vocabulary in multiple, complex sentences
Supports	<ul style="list-style-type: none"> • Multiple resources • Teacher Modeling • Cloze activity • L1 support • Charts • Visuals 	<ul style="list-style-type: none"> • Multiple resources • Teacher Modeling • Sentence Starters/Frames • L1 support • Charts • Visuals 	<ul style="list-style-type: none"> • Multiple resources • Teacher Modeling • Charts • Visuals 	<ul style="list-style-type: none"> • Multiple resources 	<ul style="list-style-type: none"> • None

Grade 6 Unit 3 Language

Unit 3: 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 3 Language

Unit 3: 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 grade 5-6 content vocabulary and high frequency words.	Demonstrate command of English spelling conventions for key grade 5-6 reading and content vocabulary.	Demonstrate command of English spelling conventions for grade 5-6 reading and content vocabulary.	Demonstrate command of English spelling conventions for reading and content grade level vocabulary.
Supports	<ul style="list-style-type: none"> • Bilingual Dictionary • Teacher created mechanics chart • Teacher created checklist 	<ul style="list-style-type: none"> • Bilingual Dictionary • Teacher created mechanics chart • Teacher created checklist 	<ul style="list-style-type: none"> • Bilingual Dictionary • Teacher created mechanics chart • Teacher created checklist 	<ul style="list-style-type: none"> • Bilingual Dictionary • Teacher created mechanics chart • Teacher created checklist 	<ul style="list-style-type: none"> • Bilingual Dictionary • Teacher created mechanics chart • Teacher created checklist

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"> • L1 support • Word Wall 	<ul style="list-style-type: none"> • L1 support • Word Wall 	<ul style="list-style-type: none"> • Word Wall 	<ul style="list-style-type: none"> • Word Wall 	

Grade 6 Unit 3 Language

Unit 3: 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 3 Language

Unit 3: 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 (print & digital, bilingual & English) • Word/picture wall • L1 support • Cloze sentences • Gestures • Pictures/Visuals 	<ul style="list-style-type: none"> • Reference materials (print & digital, bilingual & English) • Word/picture wall • L1 support • Sentence frames • Pictures/Visuals 	<ul style="list-style-type: none"> • Reference materials (print & digital, bilingual & English) • Word wall • Template 	<ul style="list-style-type: none"> • Reference materials (print & digital, bilingual & English) 	<ul style="list-style-type: none"> • Reference materials (print and digital)

Grade 6 Unit 3 Language

Unit 3: 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 3 Language

Unit 3: 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 (print and digital; bilingual and English) • Cognates • Bilingual Dictionary • L1 support 	<ul style="list-style-type: none"> • Teacher created affix chart • Reference materials (print and digital; bilingual and English) • Cognates • Bilingual Dictionary • L1 support 	<ul style="list-style-type: none"> • Teacher created affix chart • Reference materials (print and digital; bilingual ad English) • Cognates • Background knowledge 	<ul style="list-style-type: none"> • Reference materials (print and digital; bilingual and English) • Cognates • Background knowledge 	<ul style="list-style-type: none"> • Reference materials (print and digital; bilingual and English)

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"> • Background knowledge 	<ul style="list-style-type: none"> • Background knowledge 			

Grade 6 Unit 3 Language

Unit 3: L.6., L.6.5.A., 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.A. Interpret figures of speech (e.g., personification) in context. ○ L.6.5.B. Use the relationship between particular 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 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.6.5., L.6.5.A., 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 3 Language

Unit 3: 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 3 Language

Unit 3: 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