

Grade 7 ELA Curricular Frameworks with ELL Scaffolds

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.7.1, RI.7.1, 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.7.1 Cite several pieces of 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.7.1 Cite several pieces of 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"> • Paraphrase evidence from text. • Correctly cite evidence. • Closely read the text (e.g., questioning, determining importance to extract quality evidence to support a claim). • Use evidence from the text to make and check predictions as you read. • Make personal connections, connections to other texts, and/or 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. 	<ul style="list-style-type: none"> • VU: Paraphrase, cite • LFC: Sentences that use clauses that connect to self, other texts, the world • 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 to study and evaluate its multiple, deeper, and varied meanings. • Combine text information and prior knowledge to create new information in the form of inferences. • Refer to the text for support when analyzing and drawing inferences. 	

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.7.1 and RI.7.1)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read to cite the textual evidence and make relevant connections from short stories and informational texts in L1 and/or match phrase citations from appropriately leveled text to visual representations.	Read to cite the textual evidence and make relevant connections from short stories and informational texts in L1 and/or match sentence citations from appropriately leveled text to visual representations.	Read to cite the textual evidence and make relevant connections from short stories and informational texts which use simple related sentences and key content vocabulary.	Read to cite the textual evidence and make relevant connections from short stories and informational texts. Use some content based vocabulary in complete sentences with emerging complexity.	Read to cite the textual evidence and make relevant connections from grade level short stories and informational texts. Use content based vocabulary in detailed sentences of varying length and complexity.
Supports	<ul style="list-style-type: none"> • Outline (completed) • Think-pair-share (Partner Work) • Word Wall • Visuals • L1 support • Phrase citations • Graphic Organizer 	<ul style="list-style-type: none"> • Outline (partially completed) • Think-pair-share (Partner Work) • Visuals • L1 support • Sentence citations • Graphic Organizer 	<ul style="list-style-type: none"> • Outline • Think-pair-share (Partner Work) • Graphic Organizer 	<ul style="list-style-type: none"> • Outline • Think-pair-share (Partner Work) 	<ul style="list-style-type: none"> • Think-pair-share (Partner Work)

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.7.2, RI.7.2 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.7.2.Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence. • Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text. • Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text. • Evaluate recurring ideas and changes in the characters and plot over the course of the text. • Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text. 	<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 (e.g., 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
		<ul style="list-style-type: none"> • Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events. • Identify and use knowledge of common graphic features to help determine two or more central idea of a text. • Summarize the text objectively, capturing the main ideas. • Distinguish between essential and nonessential details of a text to create an objective summary of the text. 	

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.7.2, RI.7.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. in L1. And/or read to identify the theme of an appropriately leveled text locating the central idea from a list of single words and pictures.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text in L1. And/or read to identify the theme of an appropriately leveled text locating the central idea from a list of short phrases.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Use key content based vocabulary in simple sentences.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Use complete sentences of emerging complexity with some content based vocabulary.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Graphic organizer • Word bank • List of single words • Visuals • L1 support 	<ul style="list-style-type: none"> • Graphic organizer • Word bank • List of phrases • Visuals • L1 support 	<ul style="list-style-type: none"> • Graphic organizer • Word bank 	<ul style="list-style-type: none"> • Graphic organizer 	<ul style="list-style-type: none"> • Graphic organizer

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.7.4, RI.7.4 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.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. • WIDA <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. • 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). • Analyze the impact of specific word choice on meaning and/or tone. • Explain poetic devices used in text. • Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc.) on a section of a text. • Analyze why the author used a specific word choice or sound device. • Analyze the impact of a word choice or sound device on the reader. • Evaluate the effectiveness of the author’s word choice or sound device. 	<ul style="list-style-type: none"> • VU: Figurative, connotative, literary terms, poetic devices • LFC: Idiomatic expressions, sentences with figurative, connotative and technical language • LC: Varies by ELP levels

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.7.4 and RI.7.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify and interpret the meaning of figurative, connotative language and poetic devices in L1 and/or identify common figurative language words or phrases in a leveled text by matching words to pictures or drawings.	Identify and interpret the meaning of figurative, connotative language and poetic devices in L1 and/or read to identify figurative, connotative language and poetic devices in a leveled text by matching short phrases to the correct category.	Identify and interpret the meaning of figurative, connotative language and poetic devices in short stories and informational text. Use key content based vocabulary in simple sentences.	Identify and interpret the meaning of figurative, connotative language and poetic devices in short stories and informational text. Use some content based vocabulary in complete sentences with emerging complexity.	Identify and interpret the meaning of figurative, connotative language and poetic devices in grade level short stories and informational text. Use content based vocabulary in detailed sentences with varying lengths and complexity.
Supports	<ul style="list-style-type: none"> • Reference sheet with examples of poetic devices • Mark text • Figurative language Word Wall • L1 support • Words or short phrases of figurative language 	<ul style="list-style-type: none"> • Reference sheet with examples of poetic devices • Mark the text • Figurative language Word Wall • L1 support • Short phrases of figurative language 	<ul style="list-style-type: none"> • Reference sheet with examples of poetic devices • Mark the text • Figurative language Word Wall 	<ul style="list-style-type: none"> • Reference sheet with examples of poetic devices • Mark the text 	<ul style="list-style-type: none"> • Reference sheet with examples of poetic devices

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.7.5, RI.7.5 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.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and 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"> • Describe the form and structure of a drama or poem. • Describe the structure used to organize a nonfiction text. • Explain how text structure impacts overall meaning of text. • Identify how the differing form or structure of a text contributes to its meaning. • Analyze how parts of a text contribute to meaning. • Explain why the author chose a specific form or structure. • Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?). • Evaluate the effectiveness of the chosen form or structure. 	<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

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.7.5 and RI.7.5)

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 the structure of a text contributes to the development of ideas connecting to the theme from literature and informational texts in L1 and/or match word and phrase citations to the overall structure of a leveled text.	Read and analyze how the structure of a text contributes to the development of ideas connecting to the theme from literature and informational texts in L1 and/or match sentence citations to overall structure of a leveled text.	Read and analyze how the structure of a text contributes to the development of ideas connecting to the theme from literature and informational texts using key content-based vocabulary in simple, related sentences.	Read to analyze how the structure of a text contributes to the development of ideas connecting to the theme from literature and informational texts using complete sentences of varying lengths and emerging complexity with some content-based vocabulary.	Read and analyze how the structure of a text contributes to the development of ideas connecting to the theme from grade-level literature and informational texts using detailed sentences of varying lengths and complexity with content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Think Aloud • Graphic organizers • Word/picture bank • L1 support • Phrase citation • Highlight text 	<ul style="list-style-type: none"> • Think Aloud • Graphic organizers • Word/picture bank • L1 support • Phrase citations • Highlight text 	<ul style="list-style-type: none"> • Think Aloud • Graphic organizers • Word Wall • Highlight text 	<ul style="list-style-type: none"> • Think Aloud • Graphic organizers • Highlight text 	<ul style="list-style-type: none"> • Think Aloud • Highlight text

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: RL.7.6, RI.7.6 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.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<p>RL.7.6:</p> <ul style="list-style-type: none"> • Identify the viewpoints of characters in a text. • Compare and contrast the characters' points-of-view. • Trace how the author created and conveyed the similar and/or dissimilar characters. • Analyze the impact of the author's point of view choices on the reader. • Evaluate the effectiveness of the author's point of view choices. <p>RI.7.6:</p> <ul style="list-style-type: none"> • Identify the author's point of view. • Explain the techniques the author uses to distinguish his/her point of view from others. • Evaluate the effectiveness of the techniques the author uses to distinguish 	<ul style="list-style-type: none"> • VU: Point of view, narrator, purpose • LFC: Adverbs of manner, adjectives, declarative sentences • LC: Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		his/her point of view from others.	

Grade 7 Unit 1 Reading Literature and Reading Informational

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.7.6 and RI.7.6)

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 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 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 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"> • Mind Mirror Graphic Organizer (completed) • Word Wall • L1 support • Choice questions • Visuals 	<ul style="list-style-type: none"> • Mind Mirror Graphic Organizer (partial) • Word Wall • L1 support • Wh-questions • Sentence Frames 	<ul style="list-style-type: none"> • Mind Mirror Graphic Organizer (guided) • Word Wall 	<ul style="list-style-type: none"> • Mind Mirror Graphic Organizer 	<ul style="list-style-type: none"> • Mind Mirror

Grade 7 Unit 1 Writing

Unit 1: W.7.2, W.7.2.A, W.7.2.B, W.7.2.C, W.7.2.D, W.7.2.E, W.7.2.F and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.7.2. 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.7.2.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.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ○ W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ○ W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> • Focus writing on thoroughly describing or explaining a topic. • Identify the defining elements of this specific writing genre. • Explore topics from their content area classes. • Introduce a topic clearly, previewing what is to follow. • Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect. • Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Include relevant supporting facts, information, and details. • Transition between ideas using appropriate words and phrases. • Select precise language and domain-specific vocabulary. • Consistently use an appropriate style. 	<ul style="list-style-type: none"> • VU: Relevant, format, graphics, develop, organize, fact, opinion, supporting details, main idea, 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.7.2.E. Establish and maintain a formal style/academic style, approach, and form. ○ W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented. ● WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening 	<ul style="list-style-type: none"> ● Create language that is appropriate to one's audience and follows a formal tone. ● Write a conclusion to bring the text to a close. 	

Grade 7 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.7.2, W.7.2.A, W.7.2.B, W.7.2.C, W.7.2.D, W.7.2.E, W.7.2.F)

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 text that examines a topic and conveys relevant facts and definitions, and uses text structures and features in L1 and/or with precise single words by drawing and/or using transitional words using phrase patterns and general vocabulary.	Produce a coherent written informative text that examines a topic and conveys relevant facts and definitions, and uses text structures and features in L1 and/or with precise words in phrases and short sentences using formulaic patterns and general vocabulary.	Produce a written, formal, informative/explanatory text that examines a topic and conveys relevant facts and definitions, and uses text structures and features using transitional words and simple sentences that represent multiple, related concrete ideas.	Produce an organized formal informative text that examines a topic and conveys relevant facts and definitions, and uses text structures and features using transitional words, expanded and some complex sentences with a variety of grammatical structures.	Produce a coherent, formal informative text that examines a topic and conveys relevant facts and definitions, and uses text structures and features using transitional words using multiple, complex sentences with a variety of grammatical structures.
Supports	<ul style="list-style-type: none"> • Word wall • Shared writing • Template • L1 Support • Transitional Phrase • Chart • Cloze sentences 	<ul style="list-style-type: none"> • Word Wall • Shared Writing • Template • L1 Support • Transitional Phrase • Chart • Sentence frames 	<ul style="list-style-type: none"> • Word Wall • Template • Sentence starters • Transitional Phrase • Chart • Phrase wall • Partner 	<ul style="list-style-type: none"> • Chart • Reference materials 	<ul style="list-style-type: none"> • 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"> Reference materials 	<ul style="list-style-type: none"> Reference materials 	<ul style="list-style-type: none"> Reference materials 		

Grade 7 Unit 1 Writing

Unit 1: W.7.4 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. • 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 the 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 in writing.• 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 7 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or use a graphic organizer to complete cloze sentences with key content based vocabulary words.	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete a graphic organizer with short phrases and key content based vocabulary and complete sentence frames.	Write a composition appropriate to task, purpose and audience using appropriate register using key content based grade level vocabulary in simple, related sentences.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete sentences of emerging complexity with some content based grade level vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Supports	<ul style="list-style-type: none"> • Visuals • Word bank • L1 Support • Cloze sentences • Partner work • Shared writing 	<ul style="list-style-type: none"> • Visuals • Word bank • L1 Support • Sentence frames • Partner work • Shared writing 	<ul style="list-style-type: none"> • Word bank • Sentence starters • Partner work • Template 	<ul style="list-style-type: none"> • Template • Partner work 	<ul style="list-style-type: none"> • Partner work

Grade 7 Unit 1 Writing

Unit 1: W.7.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.7.5. 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, focusing on how well purpose and audience have been addressed. • 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.• View writing from the vantage point of the audience to determine the effectiveness of their words, organization, etc.	<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 7 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a writing task using L1 and/or using teacher feedback and support throughout the writing process; beginning with the prewriting step to by creating concept cards with pictures and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a writing task using L1 and/or using teacher and peer feedback and support throughout the writing process; beginning with the prewriting step to by matching phrases to pictures of people and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a writing task using peer feedback and support written with key content based vocabulary in simple, related sentences.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a writing task using peer feedback and written in complete sentences of emerging complexity with content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a writing task using peer feedback written in complete detailed sentences of varying length and complexity with content based grade level vocabulary.
Supports	<ul style="list-style-type: none"> • Teacher feedback • Technology support (e.g., spell check, thesaurus) • Word Wall • Visuals • L1 support 	<ul style="list-style-type: none"> • Teacher feedback • Technology support (e.g., spell check, thesaurus). • Word Wall • Visuals • L1 support 	<ul style="list-style-type: none"> • Partner Work • Technology support (e.g., spell check, thesaurus). • Template 	<ul style="list-style-type: none"> • Outlines • Partner Work • Technology support 	<ul style="list-style-type: none"> • Outline • Partner work • Technology support

Grade 7 Unit 1 Writing

Unit 1: W.7.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others • 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.• Follow appropriate typing format and conventions.• Use technology to broaden research base.• Use evidence found online to support ideas.• Give and receive feedback using technology.• Seek out authentic publishing opportunities.	<ul style="list-style-type: none">• VU: Collaborate, interact, publish, format• LFC: Subject verb agreement, embedded clauses• LC: Varies by ELP levels

Grade 7 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.6)

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 wall • Visuals 	<ul style="list-style-type: none"> • Publishing checklist • Teacher feedback • Technology support • Template • Word wall • Visuals • Sentence frames 	<ul style="list-style-type: none"> • Publishing checklist • Peer feedback • Technology support • Template • Word Wall 	<ul style="list-style-type: none"> • Publishing checklist • Peer feedback • Technology support 	<ul style="list-style-type: none"> • Technology support

Grade 7 Unit 1 Writing

Unit 1: W.7.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. • WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Engage in short research projects to answer a self-selected or teacher-assigned questions.• Develop research questions.• Determine keywords or topics for each question.• Search for informational sources to answer the question.• Compose follow-up research questions based on the initial search.• Explain quotations used as support to enhance meaning.• Research and synthesize information from several sources.• Conduct research and synthesize multiple sources of information.	<ul style="list-style-type: none">• VU: Research, inquiry• LFC: Sentences with phrases that explain quotations and synthesize information• LC: Varies by ELP levels

Grade 7 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Conduct targeted research to write an answer to a question in L1 and/or by completing a cloze sentence using selected vocabulary in key phrase patterns.	Conduct targeted research to write an answer to a question in L1 and/or by completing a brief cloze paragraph using selected vocabulary in key phrases and short sentences.	Conduct targeted research to write an answer to a question using key vocabulary in a series of simple, related sentences.	Conduct targeted research to write an answer to a question using key vocabulary in expanded and some complex sentences.	Conduct targeted research to write an answer to a question using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Teacher Support • Partner work • Technology and Technological Resources • Word bank • Visuals • Cloze Sentences • L1 support • Template 	<ul style="list-style-type: none"> • Teacher Support • Partner work • Technology and Technological Resources • Word bank • Visuals • Template • Sentence Frames • L1 support 	<ul style="list-style-type: none"> • Teacher Support • Technology and Technological Resources • Template • Word bank 	<ul style="list-style-type: none"> • Technology and Technological Resources 	<ul style="list-style-type: none"> • Technology and Technological Resources

Grade 7 Unit 1 Writing

Unit 1: W.7.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">● W.7.8. (Choice) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.● 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.● Write a clear thesis statement.● Draw evidence from texts to support thesis.● Assess the credibility and accuracy of each source.● Select direct and indirect quotations that relate to the topic as evidence.● Follow published guidelines (MLA, APA, etc.) to cite direct and indirect quotations.● Identify examples of plagiarism in writing.● Paraphrase source information to avoid plagiarism in writing.	<ul style="list-style-type: none">● VU: Credibility, plagiarism● LFC: Explanatory sentences using direct and indirect quotations● LC: Varies by ELP levels

Grade 7 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Gather and record information by effectively searching and assessing the credibility of sources in L1 and/or using visuals and phrases.	Gather and record information by effectively searching and assessing the credibility of sources in L1 and/or using visuals and short sentences.	Gather and record information by effectively searching and assessing the credibility of sources using multiple, simple, related sentences.	Gather and record information by effectively searching and assessing the credibility of sources using multiple, expanded and some complex sentences.	Gather and record information by effectively searching and assessing the credibility of sources using multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Teacher Support • Partner work • Technology and Technological Resources • Visuals • L1 support 	<ul style="list-style-type: none"> • Teacher Support • Partner work • Technology and Technological Resources • Visuals • L1 support 	<ul style="list-style-type: none"> • Teacher Support • Partner work • Technology and Technological Resources • Visuals 	<ul style="list-style-type: none"> • Partner work • Technology and Technological Resources 	<ul style="list-style-type: none"> • Partner work • Technology and Technological Resources

Grade 7 Unit 1 Writing

Unit 1: W.7.9., W.7.9.A, W.7.9.B and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ○ W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). ○ W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Incorporate ideas from literary or informational texts to support writing. • Deconstruct and reflect upon textual evidence. • Identify evidence that supports claims in literary analysis. • Logically connect evidence to claims in writing. • Select direct and indirect quotations that relate to the topic as evidence. • Cite in-text direct and indirect quotations appropriately. • Explain quotations used as support to enhance meaning. • Recognize and identify multiple organizational models. • Apply a specific organizational strategy to a writing. 	<ul style="list-style-type: none"> • VU: Cite, reflection, evidence, argument, specific to text; genres • LFC: Referential phrases, conjunctions phrases, transition words, comparative adjectives, adverbs, superlatives • LC: Varies by ELP levels

Grade 7 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.9., W.7.9.A, and W.7.9.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 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 ideas with key, content-based vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Write clearly and coherently to cite evidence from literary and 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 bank • Cloze sentences • L1 support • Technology support 	<ul style="list-style-type: none"> • Graphic organizer (partial) • Mark the text • Word/picture bank • Sentence Frames • L1 Support • Technology support 	<ul style="list-style-type: none"> • Graphic organizer (partially completed) • Mark the text • Template • Word Wall • Technology support 	<ul style="list-style-type: none"> • Graphic organizer • Technology support • Mark the text 	<ul style="list-style-type: none"> • Technology support • Mark the text

Grade 7 Unit 1 Writing

Unit 1: W.7.10 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">● W.7.10. 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 decisions made while crafting a piece of writing.● Produce written reflections.● Write for a variety of audiences and purposes on an array of cross-curricular topics.	<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 7 Unit 1 Writing

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write routinely over various time frames to create a portfolio for a specific purpose or audience in L1 and/or by writing words from a word bank under pictures.	Write routinely over various time frames to create a portfolio for a specific purpose or audience in L1 and/or by extending sentence starters with original ideas.	Write routinely over various time frames to create a portfolio for a specific purpose or audience using simple related sentences and key content based vocabulary.	Write routinely over various time frames to create a portfolio for a specific purpose or audience using sentences with emerging complexity and content-based vocabulary.	Write routinely over various time frames to create a portfolio for a specific purpose or audience using compound and complex sentences with technical vocabulary.
Supports	<ul style="list-style-type: none"> • Word Bank • Visuals • Cloze sentences • L1 support • Anchor Writing Charts 	<ul style="list-style-type: none"> • Word Bank • Visuals • Sentence Starters • L1 support • Anchor Writing Charts 	<ul style="list-style-type: none"> • Templates • Word Bank • Anchor Writing Charts 	<ul style="list-style-type: none"> • Word bank • Anchor Writing Charts 	<ul style="list-style-type: none"> • Anchor Writing Charts

Grade 7 Unit 1 Speaking and Listening

Unit 1: SL.7.1, SL.7.1.A, SL.7.1.B, SL.7.1.C, SL.7.1.D and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ○ SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. ○ SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. ○ SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views. 	<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 7 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards Unit 1: SL.7.1, SL.7.1.A, SL.7.1.B, SL.7.1.C, SL.7.1.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 7 Unit 1 Speaking and Listening

Unit 1: SL.7.4 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate 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"> • Present information using sound, detailed, and relevant evidence in a coherent manner. • Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic. • Use practices that engage the audience (e.g., eye contact, volume, pronunciation). • Emphasize important points with different pitch or volume. • Elaborate on a point that listeners may need more explanation to understand. 	<ul style="list-style-type: none"> • VU: Claims, findings, logical sequence, eye contact, volume • LFC: Compound/complex sentences • LC: Varies by ELP levels

Grade 7 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.7.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using L1 and/or using a PowerPoint template with selected vocabulary in key phrases.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using L1 and/or use a PowerPoint template with pictures and selected vocabulary in key phrases and short sentences.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using key vocabulary in a series of simple, related sentences.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using key vocabulary in expanded and some complex sentences.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Technology & Technological Resources • Speaking Rubric • Word/Picture Wall • L1 support • Cloze Sentences 	<ul style="list-style-type: none"> • Technology & Technological Resources • Speaking Rubric • Word/Picture Wall • L1 support • Sentence Frames 	<ul style="list-style-type: none"> • Technology & Technological Resources • Speaking Rubric • Word Wall • Template 	<ul style="list-style-type: none"> • Technology & Technological Resources • Speaking Rubric 	<ul style="list-style-type: none"> • Technology & Technological Resources • Speaking Rubric

Grade 7 Unit 1 Speaking and Listening

Unit 1: SL.7.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here 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.• Recognize and consider the audience.• Determine if the topic and language style correspond appropriately.• Reflect on the use of language and revise as needed.	<ul style="list-style-type: none">• VU: Formal vs. informal English based on the audience• LFC: Based on ELP levels• LC: Varies by ELP levels

Grade 7 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.7.6)

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 phrases 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.	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"> • Rubric specific to task • Reference Sheet • Word/Picture Wall • L1 support • Gestures 	<ul style="list-style-type: none"> • Rubric specific to task • Reference Sheet • Word/Picture Wall • L1 support • Gestures 	<ul style="list-style-type: none"> • Reference Sheet • Word Wall • Gestures 	<ul style="list-style-type: none"> • Reference Sheet 	<ul style="list-style-type: none"> • Reference Sheet

Grade 7 Unit 1 Language

Unit 1: L.7.1, L.7.1.A, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences. • WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening○ Reading○ Writing	<ul style="list-style-type: none">• Identify phrases and clauses in sentences in reading.• Explain the function of phrases and clauses in general.• Explain the function of phrases and clauses in specific sentences.	<ul style="list-style-type: none">• VU: clauses,• LFC: Sentences with phrases and clauses• LC: Varies by ELP levels

Grade 7 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.1, L.7.1.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Explain the function of phrases and clauses in general; and their function in specific sentences, orally and in writing in L1 and/or identify high frequency phrases and complete cloze sentences.	Explain the function of phrases and clauses in general; and their function in specific sentences, orally and in writing In L1 and/or identify common phrases and clauses to complete sentence frames.	Explain the function of phrases and clauses in general; and their function in specific sentences orally and in writing using key content based vocabulary in simple, related sentences.	Explain the function of phrases and clauses in general; and their function in specific sentences orally and in writing using complete sentences of emerging complexity with some content based grade level vocabulary.	Explain the function of phrases and clauses in general; and their function in specific sentences orally and in writing using detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Supports	<ul style="list-style-type: none"> • Teacher created referent chart • Visuals • L1 support • Word bank • Cloze sentences 	<ul style="list-style-type: none"> • Teacher created referent chart • Visuals • Word bank • Sentence Frames 	<ul style="list-style-type: none"> • Teacher created referent chart • Word bank 	<ul style="list-style-type: none"> • Teacher created referent chart 	<ul style="list-style-type: none"> • Teacher created referent chart

Grade 7 Unit 1 Language

Unit 1: L.7.2, L.7.2.B and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ L.7.2.B. Spell correctly.• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Writing	<ul style="list-style-type: none">• Apply common rules and patterns to spell words correctly in writing.	<ul style="list-style-type: none">• VU: Spelling conventions• LFC: Apply conventional spelling rules• LC: Varies by ELP levels

Grade 7 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.2, L.7.2.B.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	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 grade 6-7 reading and content vocabulary.	Demonstrate command of English spelling conventions for grade 6-7 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 spelling patterns chart • Teacher created checklist • L1 support • Word Wall 	<ul style="list-style-type: none"> • Teacher created spelling patterns/rules chart • Teacher created checklist • L1 support • Word Wall 	<ul style="list-style-type: none"> • Teacher created spelling patterns/rules chart • Teacher created checklist • Word Wall 	<ul style="list-style-type: none"> • Teacher created spelling patterns/rules chart • Teacher created checklist 	<ul style="list-style-type: none"> • Teacher created spelling patterns/rules chart • Teacher created checklist

Grade 7 Unit 1 Language

Unit 1: L.7.3, L.7.3.A and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ○ L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening ○ Reading 	<ul style="list-style-type: none"> • Select precise language. • Revise writing for wordiness and redundancies. 	<ul style="list-style-type: none"> • VU: revise, redundancy • LFC: Varies by ELP levels • LC: Varies by ELP levels

Grade 7 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.3., L.7.3.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Recognize and eliminate wordiness and redundancy and choose concise language in L1 and/or produce selected single words in memorized patterns.	Recognize and eliminate wordiness and redundancy and choose concise language in L1 and/or produce selected vocabulary in spoken phrases and short sentences.	Recognize and eliminate wordiness and redundancy and choose concise language using key vocabulary in a series of simple, related sentences.	Recognize and eliminate wordiness and redundancy and choose concise language with key vocabulary in expanded and some complex structures.	Recognize and eliminate wordiness and redundancy and choose concise language in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> Reference materials Word/picture wall L1 support Teacher examples 	<ul style="list-style-type: none"> Reference materials Word/picture wall L1 support Teacher examples Sentence frames Visuals 	<ul style="list-style-type: none"> Reference materials Word wall Teacher examples 	<ul style="list-style-type: none"> Reference materials Teacher examples 	<ul style="list-style-type: none"> Reference materials Teacher examples

Grade 7 Unit 1 Language

Unit 1: L.7.4, L.7.4.A, L.7.4.C, L.7.4.D and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 7 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ L.7.4.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.7.4.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 combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases. • 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. • Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses. • Consult reference materials that are both printed and digital. 	<ul style="list-style-type: none"> • VU: Context clues, pronunciation, part of speech • LFC: Definition genre • LC: Varies by ELP levels

Grade 7 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.4, L.7.4.A, L.7.4.C, L.7.4.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 selected excerpts; 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 selected excerpts; use sentence level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on selected excerpts; use sentence and paragraph level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6-7 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 7 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 7 Unit 1 Language

Unit 1: L.7.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• L.7.6. 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.• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.	<ul style="list-style-type: none">• VU: Academic, content, context,• LFC: Subject verb agreement• LC: Varies by ELP levels

Grade 7 Unit 1 Language

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.6)

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.	Acquire and use general academic and domain-specific words and phrases from grade 6-7 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.
	Use strategies to identify unknown words in phrases and short sentences: context, cognates, morphology	Use strategies to identify unknown words in short sentences: context, cognates, morphology and syntax	Use strategies to identify unknown words in simple, related sentences: context, cognates, morphology and syntax	Use strategies to identify unknown words in expanded sentences: context, cognates, morphology and syntax	Use strategies to identify unknown words in complex sentences: context, cognates, morphology and syntax
Supports	<ul style="list-style-type: none"> • Cognates • L1 support • Cloze sentences • Pictures 	<ul style="list-style-type: none"> • Cognates • L1 support • Sentence Frames • Pictures 	<ul style="list-style-type: none"> • Cognates • Sentence starter 	<ul style="list-style-type: none"> • Cognate 	<ul style="list-style-type: none"> • Cognate