

Grade 7 ELA Curricular Frameworks with ELL Scaffolds

Grade 7 Unit 3 Reading Literature and Reading Informational

Unit 3: 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 (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 text. | <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 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature
Unit 3: RL.7.3 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.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters 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"> • Analyze the impact specific story elements have on the text. • Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting). • Analyze how the plot and setting affect the actions/choices of the characters. • Explain why the author chose to have elements of a story interact in a specific way. • Analyze the impact of the relationship between characters, setting, and plot on the reader. • Evaluate the author’s effectiveness in determining the | <ul style="list-style-type: none"> • VU: Elements; plot • LFC: Describe people, places, things <i>i.e.</i> present progressive tense, adverbs • LC: Varies by ELP levels |

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---------------------------------------|---|--|----------------|
| | | interactions between character, setting, and plot. | |

Grade 7 Unit 3 Reading Informational

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.7.3)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|---|---|---|
| Outcomes and Scaffolds | Read and analyze explicit textual evidence showing how setting shapes the character in L1 and/or by matching word citations from leveled text to visual representations or drawing the setting and writing a single word about character. | Read and analyze explicit textual evidence showing how setting shapes the character in L1 and/or by matching sentence citations from leveled text to visual representations. | Read and analyze explicit textual evidence showing how setting shapes the character from a leveled short story. Use key content based vocabulary in simple sentences. | Read and analyze explicit textual evidence showing how setting shapes the characters from short stories at the grade 6-7 text level band. Use complete sentences of emerging complexity with some content based vocabulary. | Read and analyze explicit textual evidence of how the setting shapes the characters from a grade-level short story. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Think Aloud • Graphic Organizer • Word Wall • Visuals • Word citations • L1 support | <ul style="list-style-type: none"> • Think Aloud • Graphic Organizer • Word Wall • Visuals • Sentence citations • L1 support | <ul style="list-style-type: none"> • Think Aloud • Graphic Organizer • Word Wall | <ul style="list-style-type: none"> • Think Aloud • Graphic Organizer | <ul style="list-style-type: none"> • Think Aloud |

Grade 7 Unit 3 Reading Literature
Unit 3: RL.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 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). • 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, poetic device • LFC: Idiomatic expressions, sentences with figurative language • LC: Varies by ELP levels |

Grade 7 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.7.4)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|---|--|---|
| Outcomes and Scaffolds | Read to identify and interpret the meaning of figurative and connotative language in L1 and/or identify common figurative language words or phrases in an appropriately leveled text by matching words to pictures or drawings. | Read to identify and interpret the meaning of figurative and connotative language in L1 and/or read to identify poetic devices in an appropriately leveled text by matching short phrases to the correct category. | Read to identify and interpret the meaning of figurative and connotative language in adapted short stories at the grade 6-7 text level band. Use key content based vocabulary in simple sentences which may include errors. | Read to identify and interpret the meaning of figurative and connotative language in short stories at the grade 6-7 text level band. Use some content based vocabulary in complete sentences with emerging complexity. | Read to identify and interpret the meaning of figurative and connotative language in grade level short stories. 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 the text • Figurative language Chart • L1 support • Visuals | <ul style="list-style-type: none"> • Reference sheet with examples of poetic devices • Mark the text • Figurative language Chart • L1 support • Visuals | <ul style="list-style-type: none"> • Reference sheet with examples of poetic devices • Mark the text • Figurative language Chart | <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 • Mark the text |

Grade 7 Unit 3 Reading Literature
Unit 3: RL.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"> • None | <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: Structure • LFC: Subject verb agreement, embedded clauses • LC: Varies by ELP levels |

Grade 7 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.7.5)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|--|--|--|
| Outcomes and Scaffolds | Analyze how the form of a grade level poem contributes to its meaning in L1 and/or analyze an appropriately leveled poem's form by telling how a concrete, or shape, poem reinforces the meaning using single words and pictures. | Analyze how the form of a grade level poem contributes to its meaning in L1 and/or analyze an appropriately leveled poem by illustrating the meaning of simple poetic forms (simile, metaphor, imagery) using short phrases and pictures. | Analyze how the form of a poem at an adapted grade 6-7 text level band, contributes to its meaning. Use key content based vocabulary in simple sentences which may include errors. | Analyze how the form of a poem at a grade 6-7 text level band, contributes to its meaning. Use some content based vocabulary in complete sentences of emerging complexity. | Analyze how the form of a grade level poem contributes to its meaning. Use content based vocabulary in detailed sentences of varying lengths and complexity. |
| Supports | <ul style="list-style-type: none"> • Analysis frame poetry • Word Wall • L1 support • Pictures | <ul style="list-style-type: none"> • Analysis frame poetry • Word Wall • L1 support • Pictures | <ul style="list-style-type: none"> • Analysis frame poetry • Word Wall | <ul style="list-style-type: none"> • Analysis frame poetry | <ul style="list-style-type: none"> • Analysis frame poetry |

Grade 7 Unit 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature
Unit 3: RL.7.7 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.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). • 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"> • Analyze how content differs because of the medium in which it is presented. • Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia). • Generate a list of techniques expressed in each medium. • Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version. • Determine how the techniques of a medium affect the content. • Analyze the effects of techniques unique to each medium. • Explain what makes each medium unique • Analyze the impact of each medium on the reader. | <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 |

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---------------------------------------|---|--|----------------|
| | | <ul style="list-style-type: none">• Make judgments about which medium best represents the content. | |

Grade 7 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.7.7)

| 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 two forms of a short story (print and digital) and write a structured essay that examines techniques in L1 and/or compare and contrast two forms of a modified, illustrated story (print and digital) by completing a Venn diagram with key single vocabulary words. | Compare and contrast two forms of a short story (print and digital) and write a structured essay that examines techniques in L1 and/or compare and contrast two forms of a modified illustrated story (print and digital) by completing a Venn diagram with short phrases and key vocabulary. | Compare and contrast two forms of a short story (print and digital) and write a structured essay that examines techniques. Use key content based vocabulary in simple sentences. | Compare and contrast two forms of a short story (print and digital) and write a structured essay that examines techniques. Use complete sentences of emerging complexity with some content based vocabulary. | Compare and contrast two forms of a grade level short story (print and digital) and write an essay that meets grade level expectations. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Venn Diagram (partially completed) • Teacher guidance • Partner Work • Word Wall • L1 support | <ul style="list-style-type: none"> • Venn Diagram (partially completed) • Essay template with Sentence Frames • Partner Work • Word Wall • L1 support | <ul style="list-style-type: none"> • Venn Diagram for prewriting • Essay template • Partner Work • Word Wall | <ul style="list-style-type: none"> • Venn Diagram for prewriting • Essay template | <ul style="list-style-type: none"> • Venn Diagram for prewriting |

Grade 7 Unit 3 Reading Literature
Unit 3: RL.7.9 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.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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. • 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 historical fiction and a factual text. • Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story. • Use a variety of previous knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text. • Analyze the importance of the information each author emphasized and the importance of what was excluded. • Analyze why the author of the fictional piece chose to use or alter history. | <ul style="list-style-type: none"> • VU: historical fiction, alter, omit, embellish • LFC: Conjunctions, phrases to make connections, and analysis; adverbs and parallelism • LC: Varies by ELP levels |

| Reading Literature and WIDA Standards | Reading Informational Text and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---------------------------------------|---|---|----------------|
| | | <ul style="list-style-type: none"> • Analyze the impact that the author’s use or alteration of history has on the reader. • Evaluate the effectiveness of the author’s choices to use and/or alter history. | |

Grade 7 Unit 3 Reading Literature

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.7.9)

| 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 fictional and historical accounts of an event of the same time period to understand how authors use or alter history in L1 and/or use pictures, gestures and selected single words in key phrase patterns. | Compare and contrast fictional and historical accounts of an event of the same time period to understand how authors use or alter history in L1 and/or use pictures and selected vocabulary in key phrases and short sentences. | Compare and contrast fictional and historical accounts of an event of the same time period, from an adapted text, to understand how authors use or alter history using key vocabulary in a series of simple, related sentences. | Compare and contrast fictional and historical accounts of an event the same time period, from grade 6-7 text level band, to understand how authors use or alter history using key vocabulary in expanded and some complex sentences. | Compare and contrast fictional and historical accounts of an event of the same time period, from a grade-level text, to understand how authors use or alter history using precise vocabulary in multiple, complex sentences. |
| Supports | <ul style="list-style-type: none"> • Venn Diagram (partially completed) • Marking the Text • Teacher guidance • Partner work • Word/Picture Wall • L1 support | <ul style="list-style-type: none"> • Venn Diagram (partially completed) • Marking the Text • Sentence Frames • Partner work • Word/Picture Wall • L1 support | <ul style="list-style-type: none"> • Venn Diagram • Marking the Text • Partner work • Word Wall | <ul style="list-style-type: none"> • Venn Diagram • Marking the Text | <ul style="list-style-type: none"> • Venn Diagram |

Grade 7 Unit 3 Writing

Unit 3: W.7.3, W.7.3.A, W.7.3.B, W.7.3.C, W.7.3.D, W.7.3.E and WIDA Standards

| Writing and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|--|--|
| <ul style="list-style-type: none"> • W.7.3. 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.7.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ○ W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ○ W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another. ○ W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | <ul style="list-style-type: none"> • Engage the reader with a story hook. • Introduce a narrator and/or characters. • Establish a point of view and background story. • 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, sensory and descriptive nouns and adjectives, • LFC: Nouns, pronouns, adjectives, present progressive tense, 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.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events. ● WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading ○ Listening | | |

Grade 7 Unit 3 Writing

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.3, W.7.3.A, W.7.3.B, W.7.3.C, W.7.3.D, W.7.3.E)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|--|--|---|---|
| Outcomes and Scaffolds | Write well-structured narratives in complete detailed sentences of varying length and types using effective techniques; such as dialogue, pacing, and description to develop experiences, events, and characters in drawings, L1 and/or short, phrases or captions under pictures in English with selected vocabulary. | Write well-structured narratives in complete detailed sentences of varying length and types using effective techniques; such as dialogue, pacing, and description to develop experiences, events, and characters in L1 and/or short, sentence-level narratives as captions under pictures in English with selected vocabulary. | Write well-structured narratives using effective techniques; such as dialogue, pacing, and description to develop experiences, events, and characters 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 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"> Digital storytelling program Writing diamond Partner Work Word Wall L1 support Cloze sentence | <ul style="list-style-type: none"> Digital storytelling program Writing diamond Partner Work Word Wall L1 support Sentence Frames | <ul style="list-style-type: none"> Digital storytelling program Writing diamond Partner Work Word Wall | <ul style="list-style-type: none"> Digital storytelling program Writing diamond | <ul style="list-style-type: none"> Digital storytelling program Writing diamond |

Grade 7 Unit 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 text 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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 3 Speaking and Listening

Unit 3: 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. | <p>VU: Probe, In my opinion, I feel that, I understand that, According to, the text states, elaborate, detail, 5-W words, reflect, paraphrase</p> <p>LFC: Declarative (expressing and supporting opinions), interrogatory sentences (asking informational and clarifying questions), compound and complex sentences, retelling, present/past tense verbs, comparing</p> <p>LC: Varies by ELP levels</p> |

| 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: SL.7.2 and WIDA Standards

| Speaking, Listening and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|--|
| <ul style="list-style-type: none"> • SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify 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"> • Extract the main ideas and supporting details presented in different media. • Synthesize the information, sorting between the main points and details that work to support the main points. • Use a graphic organizer (e.g., web, outline) to analyze information. • Explain how the main idea and supporting details help to clarify a topic, text, or issue. | <ul style="list-style-type: none"> • VU: clarify, media, analyze • LFC: Present and past tense verbs, dependent and independent clauses • LC: Varies by ELP levels |

Grade 7 Unit 3 Speaking and Listening

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.7.2)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|--|--|
| Outcomes and Scaffolds | Analyze the main ideas and supporting details and explain how the ideas clarify a topic in L1 and/or in a teacher led discussion using single words or answering yes/no questions. | Analyze the main ideas and supporting details and explain how the ideas clarify a topic in L1 and/or in a teacher led discussion using phrases to complete sentence frames to answer questions. | Analyze the main ideas and supporting details and explain how the ideas clarify a topic using simple related sentences with key content based vocabulary. | Analyze the main ideas and supporting details and explain how the ideas clarify a topic using complete sentences with emerging complexity and some content based vocabulary. | Analyze the main ideas and supporting details and explain how the ideas clarify a topic using complete, detailed sentences of varying length and type with content based vocabulary. |
| Supports | <ul style="list-style-type: none"> • Checklist • Video Clips/Films • Word Wall • Bilingual Dictionary • Gestures • Cloze Sentence • L1 support | <ul style="list-style-type: none"> • Checklist • Video Clips/Films • Word Wall • Bilingual Dictionary • Visuals • Sentence Frames • L1 support | <ul style="list-style-type: none"> • Checklist • Video Clips/Films • Word Wall | <ul style="list-style-type: none"> • Checklist • Video Clips/Films | <ul style="list-style-type: none"> • Checklist • Video Clips/Films |

Grade 7 Unit 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Language

Unit 3: L.7.1, L.7.1.C, 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.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. • 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 when reading. • Accurately use phrases and clauses within a sentence in writing. • Recognize and correct misplaced and dangling modifiers. | <ul style="list-style-type: none"> • VU: clauses, dangling modifiers • LFC: Sentences with phrases and clauses • LC: Varies by ELP levels |

Grade 7 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.1, L.7.1.C)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|--|---|---|--|--|
| Outcomes and Scaffolds | Improve writing by including phrases and clauses and revise to correct existing sentences using L1, and/or choose phrases for existing sentences. | Improve writing by including phrases and clauses and revise to correct existing sentences using L1 and/or choose phrases or clauses for existing sentences. | Improve writing by including phrases and clauses and revise to correct existing sentences using key vocabulary in a series of simple, related sentences. | Improve writing by including phrases and clauses and revise to correct existing sentences using key vocabulary in expanded and some complex sentences. | Improve writing by including phrases and clauses and revise to correct existing sentences using precise vocabulary in multiple, complex sentences. |
| Supports | <ul style="list-style-type: none"> • L1 support • Checklist • Reference Sheet • Sentence Frames • Phrase Strips | <ul style="list-style-type: none"> • L1 support • Checklist • Reference Sheet • Sentence Frames • Phrase and Clause Strips | <ul style="list-style-type: none"> • Checklist • Reference Sheet • Sentence Frames | <ul style="list-style-type: none"> • Checklist • Reference Sheet | <ul style="list-style-type: none"> • Reference Sheet |

Grade 7 Unit 3 Language

Unit 3: L.7.2, L.7.2.A, 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.A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). ○ 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"> • Identify a series of adjectives in writing. • Use a comma to separate adjectives in a series. • Apply common rules and patterns to spell words correctly in writing. | <ul style="list-style-type: none"> • VU: Comma, series, Spelling conventions • LFC: Apply punctuation and conventional spelling rules • LC: Varies by ELP levels |

Grade 7 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.2, L.7.2.A, 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 punctuation and spelling conventions for high frequency words. | Demonstrate command of English punctuation and spelling conventions for key content vocabulary and high frequency words. | Demonstrate command of English punctuation and spelling conventions for key grade 6-7 reading and content vocabulary. | Demonstrate command of English punctuation and spelling conventions for grade 6-7 reading and content vocabulary. | Demonstrate command of English punctuation and spelling conventions for reading and content grade level vocabulary. |
| Supports | <ul style="list-style-type: none"> Reference materials Teacher created mechanics chart L1 support | <ul style="list-style-type: none"> Reference materials Teacher created mechanics chart L1 support | <ul style="list-style-type: none"> Reference materials Teacher created mechanics chart | <ul style="list-style-type: none"> Reference materials Teacher created mechanics chart | <ul style="list-style-type: none"> Reference materials |

Grade 7 Unit 3 Language

Unit 3: 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 3 Language

Unit 3: 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 3 Language

Unit 3: 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 3 Language

Unit 3: 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 3 Language

Unit 3: L.7.5, L.7.5.A, L.7.5 C and WIDA Standards

| Language and WIDA Standards | Critical Knowledge and Skills | WIDA Criterion |
|---|---|---|
| <ul style="list-style-type: none"> • L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ○ L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite). • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Reading ○ Listening | <ul style="list-style-type: none"> • Define and identify figures of speech. • Determine the meaning of and purpose of figures of speech in context. • Identify the relationship of words. • Clarify words by using the relationship between them. • Discern the difference in meaning between closely related words. | <ul style="list-style-type: none"> • VU: Figures of speech, allusions, shades of meaning • LFC: Sentences with figurative language • LC: Varies by ELP levels |

Grade 7 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.5, L.7.5.A, L.7.5.C)

| Outcomes, Scaffolds, and Supports | ELP Level 1 | ELP Level 2 | ELP Level 3 | ELP Level 4 | ELP Level 5 |
|-----------------------------------|---|---|---|--|--|
| Outcomes and Scaffolds | Locate and interpret examples of figurative language from illustrated, leveled text using selected vocabulary in key phrase patterns. | Locate and interpret examples of figurative language from illustrated, leveled text using selected vocabulary in key phrases and short sentences. | Locate and interpret examples of figurative language from leveled text or spoken sentences using key vocabulary in a series of simple, related sentences. | Locate and interpret examples of figurative language when reading or speaking using key vocabulary in expanded and some complex sentences. | Locate and interpret examples of figurative language when reading or speaking using precise vocabulary in multiple, complex sentences. |
| | Explain nuances in word meanings using illustrations, manipulatives, gestures and selected vocabulary. | Explain nuances in word meanings using illustrations and selected vocabulary in key phrases and short sentences. | Explain nuances in word meanings using key vocabulary in a series of simple, related sentences. | Explain nuances in word meanings using key vocabulary in expanded and some complex sentences. | Explain nuances in word meanings using precise vocabulary in multiple, complex sentences. |
| Supports | <ul style="list-style-type: none"> Multiple resources Idiom Dictionaries Visuals L1 support Paint strips | <ul style="list-style-type: none"> Multiple resources Idiom dictionaries Visuals L1 support Paint strips | <ul style="list-style-type: none"> Multiple resources Visuals Paint strips | <ul style="list-style-type: none"> Multiple resources Paint strips | <ul style="list-style-type: none"> Multiple resources Paint strips |

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 3 Language

Unit 3: 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 |

