

Grade 8 ELA Curricular Frameworks with ELL Scaffolds

Grade 8 Unit 2 Reading Literature and Reading Informational

Unit 2: RL.8.1, RI.8.1, 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.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • WIDA ELD 1, 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • WIDA ELD 3, 4 or 5 depending on context <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Closely read the text. • Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim. • Identify and analyze author’s purposeful use of language and literary devices. • Make personal connections, make connections to other text, and/or global connections when relevant. • Gather evidence from the text to support inferences or explicit meaning. • Paraphrase and directly quote evidence from text. • Correctly cite evidence. • Use evidence from the text to make and check 	<ul style="list-style-type: none"> • VU: Cite, explicit, textual evidence, analysis, quote, sensory language, paraphrase, inference • LFC: Subject-verb agreement, verb forms, informational text sentence forms, poetic prose and personal narrative sentence forms • LC: Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		<p>predictions when reading.</p> <ul style="list-style-type: none"> • Read and analyze a variety of literary genres and informational texts. • 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. 	

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Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.8.1 and RI.8.1)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Orally answer yes/no or either/or questions with single words about details in an appropriately leveled story.	Read to cite explicit textual as well as inferential evidence from poetic prose, personal narratives and informational text in L1 and/or by matching simple phrase citations from leveled text to visual representations of the text.	Read to cite explicit textual as well as inferential evidence from poetic prose, personal narratives and leveled informational text in English by matching simple sentence citations to visual representations.	Read to cite explicit textual as well as inferential evidence from adapted poetic prose, personal narratives and informational text using simple, related sentences and key, content-based vocabulary.	Read to cite explicit textual as well as inferential evidence from poetic prose, personal narratives and informational text. Use content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Read to cite explicit textual as well as inferential evidence from poetic prose, personal narratives and informational text in grade level texts. Use precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Supports	<ul style="list-style-type: none"> • Study guide (completed) • Think-pair-share (Partner Work) • Word Wall • Visuals • L1 support 	<ul style="list-style-type: none"> • Study guide (partially completed) • Think-pair-share (Partner Work) • Visuals • L1 support 	<ul style="list-style-type: none"> • Study guide • Think-pair-share (Partner Work) 	<ul style="list-style-type: none"> • Study guide 	<ul style="list-style-type: none"> • Study guide

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Unit 2: RL.8.2, RI.8.2 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.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • WIDA ELD 1, 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of 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"> • Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence. • Analyze the development of the theme or central idea over the course of the fictional or informational text. • Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts. • Summarize the text objectively, capturing the main ideas. 	<ul style="list-style-type: none"> • VU: Central /main, theme/idea, details, analyze/analysis, summarize, objective(ly), subjective(ly) • LFC Compound and complex sentences, sequencing, parallel structure of verb forms, adverbs of time, conjunctions • LC: Varies by ELP levels

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Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.2, RI.8.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<p>Outcomes and Scaffolds</p>	<p>Read to analyze how a central idea is developed including its relationship to the characters, setting, and plot by specific details in L1 and/or using leveled text, match word or phrase strips to visual representations of the theme. Summarize the text in L1 and/or complete a summary of a leveled text with single words or short phrases in cloze sentences.</p>	<p>Read to analyze how a central idea is developed including its relationship to the characters, setting, and plot by specific details in L1 and/or using leveled text, match phrase or sentence strips to visual representations of the theme. Summarize the text in L1 and/or complete a summary of a leveled text with short phrases and sentence frames.</p>	<p>Read to analyze how a central idea is developed including its relationship to the characters, setting, and plot by identifying specific details from fictional, poetic prose and personal narratives or informational text. Read and objectively summarize a leveled informational text. Use simple, related sentences with key, content-based vocabulary.</p>	<p>Read to analyze how a central idea is developed including its relationship to the characters, setting, and plot by identifying specific details. Read and objectively summarize an informational text. Use content-based vocabulary in expanded and some complex sentences with a variety of structures.</p>	<p>Read to analyze how a central idea is developed including its relationship to the characters, setting, and plot by identifying specific details. Read and objectively summarize a grade level informational text. Use precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.</p>
<p>Supports</p>	<ul style="list-style-type: none"> • Story map/graphic organizer • Leveled text • Phrase citations • Visuals • L1 support 	<ul style="list-style-type: none"> • Story map/Graphic organizer • Sentence Citations • Visuals • L1 support • Leveled text 	<ul style="list-style-type: none"> • Story map/Graphic organizer • Leveled text 	<ul style="list-style-type: none"> • Story map/Graphic organizer 	<ul style="list-style-type: none"> • Story map/Graphic organizer

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

Grade 8 Unit 2 Reading Informational

Unit 2: RI.8.3 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). • WIDA ELD 3, 4, or 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Track key individuals, events, and/or ideas in informational text. • Understand how different text structures present and link information. • Reflect on how the writer’s choice of structure relates to the overall central idea or purpose • Generalize how specific genres of informational texts tend to rely on structures to determine relationships between individuals, ideas, or events. • Analyze a writer’s style and presentation to determine the relationship between individuals, ideas, or events. • Determine why the author chose to make connections and distinctions between individuals, ideas, or 	<ul style="list-style-type: none"> • VU: Connect(ions), distinct(ions), individual(istic), similarities, differences • LFC: Subject-verb agreement, past tense verbs, connectors (and, yet, however, but) • LC: Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		<p>events.</p> <ul style="list-style-type: none"> • Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader. • Analyze the effectiveness of the connections and distinctions. 	

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Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (RI.8.3.)

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 connections and distinctions between individuals, ideas and events in L1 and/or in a leveled informational text by matching simple sentence/phrase citations to visual representations in the text.	Read and analyze connections and distinctions between individuals, ideas and events in L1 and/or in a leveled informational text by matching sentences containing key content-based vocabulary to visual representations of the text.	Read and analyze connections and distinctions between individuals, ideas and events in adapted informational text to by using key, content-based vocabulary in simple, related sentences.	Read and analyze connections and distinctions between individuals, ideas and events in informational texts within grades 7-8 complexity level using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Read and analyze connections and distinctions between individuals, ideas and events in grade-level informational text using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Completed T-chart • Venn diagram • Leveled text • Phrase citations • Visuals 	<ul style="list-style-type: none"> • Completed T-chart/Venn diagram • Leveled text • Sentence Citations 	<ul style="list-style-type: none"> • T-chart/Venn diagram • Adapted text 	<ul style="list-style-type: none"> • T-chart/Venn diagram Partner 	<ul style="list-style-type: none"> • None

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> • L1 support 	<ul style="list-style-type: none"> • Visuals • L1 support 			

Grade 8 Unit 2 Reading Informational

Unit 2: RI.8.4 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical). • Provide an analysis of the impact of specific word choice on meaning and/or tone. • Identify analogies and allusions. • Analyze why the author chose to include specific word choice, including analogies or allusions. • Analyze how specific word choice, including analogies and allusions, impacts the reader. • Evaluate the effectiveness of the author’s choice to use specific word choice. 	<ul style="list-style-type: none"> • VU: Figurative, connotative, meanings, word choice, meaning(s), tone, analogies, allusions • LFC: Word choice, part of speech and changes meaning • LC: Varies by ELP levels

Grade 8 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.8.4.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read to determine the figurative, connotative and technical meaning of words and phrases as well as word choices on meaning and tone in L1 and/or in a leveled informational text in English, use single words that represent key ideas.	Read to determine the figurative, connotative and technical meaning of words and phrases as well as word choices on meaning and tone in L1 as they are used in L1 and/or in a leveled informational text in English, use phrases with formulaic structures.	Read to determine the figurative, connotative and technical meaning of words and phrases as well as word choices on meaning and tone they are used in adapted informational text, using simple, related sentences with key, content-based vocabulary.	Read to determine the figurative, connotative and technical meaning of words and phrases as well as word choices on meaning and tone using some complex sentences with a variety of grammatical structures and content-based vocabulary.	Read to determine the figurative, connotative and technical meaning of words and phrases as well as word choices on meaning and tone they are used in informational text using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary
Supports	<ul style="list-style-type: none"> • Online support • Word wall • Visuals/gestures • L1 support 	<ul style="list-style-type: none"> • Online support • Visuals • Sentence frames • L1 support 	<ul style="list-style-type: none"> • Online support Idiom dictionaries	<ul style="list-style-type: none"> • Online support • Idiom dictionaries 	<ul style="list-style-type: none"> • Online support • Idiom dictionaries

Grade 8 Unit 2 Reading Informational

Unit 2: RI.8.5 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"> • None 	<ul style="list-style-type: none"> • RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of sentences, to develop and to refine a key concept. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Compare and contrast the structure of two or more texts. • Provide an analysis of how the differing structure of each text contributes to its meaning and style. • Analyze why each author chose a particular structure to contribute to the meaning and style of the text. • Analyze the impact that the structure choice has on the reader. • Make a judgment about which text structure more effectively contributes to the meaning and style of the text. 	<ul style="list-style-type: none"> • VU: Detail, structure, paragraph, sentence, context, formal, informal • LFC: Past tense verbs, gerunds and infinitives, past participles • LC: Varies by ELP levels

Grade 8 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.8.5.)

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 the impact of sentence and paragraph structure(s) to support a key idea in L1 and/or leveled informational text in English by matching simple sentence/phrase citations to visual representations.	Read and analyze the impact of sentence and paragraph structure(s) to support a key idea in L1 and/or leveled informational text in English by matching sentence citations to visual representations specific to key ideas in the text.	Read and analyze the impact of sentence and paragraph structure(s) to support a key idea within an adapted text Use key content-based vocabulary in simple, related sentences.	Read and analyze the impact of sentence and paragraph structure(s) to support a key idea within 7-8 grade level band text using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Read and analyze the impact of sentence and paragraph structure(s) to support a key idea within a grade-level text using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Completed outline • Leveled text • Phrase citations • Visuals • Partner • L1 support 	<ul style="list-style-type: none"> • Completed outline • Leveled text • Sentence Citations • Visuals • Partner • L1 support 	<ul style="list-style-type: none"> • Partially completed outline • Adapted text 	<ul style="list-style-type: none"> • Outline 	<ul style="list-style-type: none"> • Outline

Grade 8 Unit 2 Reading Literature and Reading Informational

Unit 2: RL.8.6, RI.8.6 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.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created using dramatic irony) create such effects as suspense or humor. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text. • Determine how one or more differences in the points of view can create bias in fiction and nonfiction text. • Explain how the author acknowledges and responds to counterarguments. • Analyze how the author uses literary devices to develop effects such as suspense or humor. • Analyze the impact of the author's point of view or purpose choices on the reader. • Evaluate the effectiveness of the author's point of view or purpose choices. 	<ul style="list-style-type: none"> • VU: Irony, flash back, foreshadowing, suspense, humor, audience point of view, viewpoints • LFC: First and third person perspective, comparatives, transitional phrases • LC: Varies by ELP levels

Grade 8 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.6 and RI.8.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify how characters' points of view connect to the creation of suspense or humor in L1 and/or state characters' points of view and match pictures/scenes with key phrases and vocabulary. Read to identify and analyze author's point of view and respond to conflicting viewpoints in L1 and/or in a leveled text by matching simple phrase citations of author's viewpoint to visual representations.	Identify how characters' points of view connect to the creation of suspense or humor in L1 and/or state characters' points of view with sentence frames and key phrases. Read to identify and analyze author's point of view and response to conflicting viewpoints in L1 and/or in a leveled informational text by matching sentence-level citations of author's viewpoint to visual representations.	Identify how characters' points of view connect to the creation of suspense or humor using key content based vocabulary and simple sentences with errors that do not interfere with meaning. Read to identify and analyze author's point of view and response to conflicting viewpoints in an adapted informational text using simple, related sentences with repetitive structures and key, content vocabulary.	Identify how characters' points of view connect to the creation of suspense or humor using complete sentences of emerging complexity with content vocabulary. Read to identify and analyze author's point of view and respond to conflicting viewpoints using expanded and some complex sentences with a variety of grammatical structures and content vocabulary.	Identify how characters' points of view connect to the creation of suspense or humor using complete, detailed sentences of varying length and type with content based vocabulary. Read to identify and analyze author's point of view and respond to conflicting viewpoints using multiple, complex sentences with a variety of grammatical structures and precise, content vocabulary.
Supports	<ul style="list-style-type: none"> • Anticipation guide • Word Wall • L1 support 	<ul style="list-style-type: none"> • Anticipation guide • Word Wall • Sentence Frames 	<ul style="list-style-type: none"> • Anticipation guide • Word Wall 	<ul style="list-style-type: none"> • Anticipation guide 	<ul style="list-style-type: none"> • Anticipation guide

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"> • Leveled text • Phrase citations • Visuals 	<ul style="list-style-type: none"> • L1 support • Sentence Citations 			

Grade 8 Unit 2 Reading Informational

Unit 2: RI.8.7 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"> • None 	<ul style="list-style-type: none"> • RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a topic or idea. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Evaluate the impact different mediums have on central ideas presented in a text. • Evaluate how messages can most effectively be delivered to the intended audience. • Reflect on how effective different mediums are in expressing the message and reaching the intended audience. 	<ul style="list-style-type: none"> • VU: Advantages, disadvantages, multimedia; content-based, grade-level vocabulary • LFC: Tense and aspect, simple, compound and complex sentences • LC: Varies by ELP levels

Grade 8 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.8.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea in L1 and/or by matching Pictures with selected vocabulary and phrases to answer Choice questions.	Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea in L1 and/or by using selected vocabulary in key phrases and short sentences to answer wh- questions.	Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea using key vocabulary in a series of simple sentences.	Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea using key vocabulary in expanded and some complex sentences.	Read to compare and contrast the advantages and disadvantages of using print vs. multimedia to present an idea using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Video Clips • Venn Diagram/T-Charts • Choice questions • Word/Picture Wall • Visuals • Gestures • L1 support 	<ul style="list-style-type: none"> • Video Clips • Venn Diagram/T-Charts • Visuals • Sentence Frame • L1 support 	<ul style="list-style-type: none"> • Video Clips • Venn Diagram/T-Charts 	<ul style="list-style-type: none"> • Video Clips • Venn Diagram/T-Charts 	<ul style="list-style-type: none"> • Video Clips • Venn Diagram/T-Charts

Grade 8 Unit 2 Reading Informational

Unit 2: RI.8.8 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 	<ul style="list-style-type: none"> • Dissect the argument presented in a text. • Determine how direct the link is between the speaker’s overall topic to the evidence presented. • Evaluate the soundness of the reasoning for an argument. • Recognize when weak and/or irrelevant evidence is given for an argument. • Recognize when misleading support is given for an argument. • Evaluate the quality and sufficiency of the evidence given to support an argument. 	<ul style="list-style-type: none"> • VU: Sound reasoning, relevant, evidence, claims; content-based, grade-level vocabulary • LFC: Conjunctions, transitional phrases • LC: Varies by ELP levels

Grade 8 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.8.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read text to outline and evaluate the reasoning and evidence provided in L1 and/or identify the evidence and reasoning in simple Sentence Citations and answer Choice questions.	Read text to outline and evaluate the reasoning and evidence provided in L1 and/or identify the evidence and reasoning in simple Sentence Citations and answer wh-questions.	Read adapted text to outline and evaluate the reasoning and evidence provided using key vocabulary in a series of simple, related sentences.	Read text within the grade-level band to outline and evaluate the reasoning and evidence provided using key vocabulary in expanded and some complex sentences.	Read grade-level text to outline and evaluate the reasoning and evidence provided using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Completed T-Charts Cornell Notes • Phrase Citations • Visuals • L1 text and/or support • Think -alouds 	<ul style="list-style-type: none"> • Partially Completed T-Charts • Cornell Notes • Sentence Citations • Visuals • L1 text and/or support • Think -alouds 	<ul style="list-style-type: none"> • T-Charts • Cornell Notes • Partner work • Think -alouds 	<ul style="list-style-type: none"> • T-Charts • Cornell Notes 	<ul style="list-style-type: none"> • Cornell Notes

Grade 8 Unit 2 Reading Informational

Unit 2: RI.8.9 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"> None 	<ul style="list-style-type: none"> R.I.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 	<ul style="list-style-type: none"> Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts. Analyze how details relate to the writer's overall message. Assess the credibility of the source of supporting details. Participate in seminars and debates, as well as reflections. Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation. Analyze the impact that discrepancies in fact and interpretation between authors has on the reader. Make a judgment about which author's presentation of the 	<ul style="list-style-type: none"> VU: Analyze, conflicting; content-based, grade-level vocabulary LFC: Comparatives, superlatives LC: Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		information was more credible and effective.	

Grade 8 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.8.9)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read to compare and contrast two conflicting texts on the same topic in L1 and/or from leveled texts or excerpts from grade-level texts by matching conflicting word/Phrase Citations to visual representations and answering Choice questions	Read to compare and contrast two conflicting texts on the same topic in L1 and/or from leveled texts or excerpts from grade-level texts by matching conflicting Sentence Citations to visual representations and answering wh-questions using selected vocabulary.	Read to compare and contrast two conflicting adapted texts on the same topic using key vocabulary in a series of simple, related sentences.	Read to compare and contrast two conflicting texts within the grade- level band on the same topic using key vocabulary in expanded and some complex sentences.	Read to compare and contrast two conflicting grade-level texts on the same topic using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> Completed Graphic Organizers Phrase Citations Visuals L1 text and/or support 	<ul style="list-style-type: none"> Partially completed Graphic Organizers Sentence Citations Visuals L1 support 	<ul style="list-style-type: none"> Graphic Organizers Visuals Word Wall Partner work 	<ul style="list-style-type: none"> Graphic Organizers Triads or Small Groups 	<ul style="list-style-type: none"> Graphic Organizers

Grade 8 Unit 2 Writing

Unit 2: W.8.1, W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.8.1. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> ○ W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ○ W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ○ W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ○ W.8.1.D. Establish and maintain a formal style or academic style, approach, and form. ○ W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing 	<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. • Introduce claim(s). • Write a clear thesis statement. • Address opposing claims. • Discern claims from opposing claims • Organize the reasons and evidence logically. • Choose appropriate reasoning and evidence to support claims. • Evaluate sources for accuracy and reliability. • Demonstrate an understanding of the topic or text. • Use transitional words and phrases. • Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Choose a consistent style, approach, and form for the task. • Close the text with a conclusion. 	<ul style="list-style-type: none"> • VU: Argumentative/ arguments, persuasive, claims, evidence, alternate, opposing, counterclaims, logical(ly), organized, reasons, relevant, accurate, credible, sources, cohesion, clarity, formal, informal, style, concluding, statement, section, call to action • LFC: Sequence/transition words, past perfect and future tense, reference terms, argumentative/ persuasive phrases, and clauses, elements of formal vs. informal styles • LC: Varies by ELP levels

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">○ Speaking○ Listening		

Grade 8 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.1, W.8.1.A, W.8.1.B, W.8.1.C, W.8.1.D, W.8.1.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write a well-organized, cohesive argument with logical reasons and evidence including alternate claims as well as accurate, credible sources and establish an objective tone and provide a formal concluding statement in L1 and/or using selected, grade-level vocabulary in phrases or memorized phrases with matching visual representations.	Write a well-organized, cohesive argument with logical reasons and evidence including alternate claims as well as accurate credible sources and to establish an objective tone and provide a formal concluding statement in L1 and/or using selected vocabulary in phrases and short sentences with matching visual representations.	Write a well-organized cohesive argument with logical reasons and evidence including alternate claims as well as accurate credible sources and to establish an objective tone and provide a formal concluding statement using key, grade-level vocabulary in multiple, simple sentences.	Write a well-organized, cohesive argument with logical reasons and evidence including alternate claims as well as accurate credible sources and to establish an objective tone and provide a formal concluding statement specific to a discipline using key, grade-level vocabulary in expanded and some complex sentences.	Write a well-organized, cohesive argument with logical reasons and evidence including alternate claims as well as accurate credible sources and to establish an objective tone and provide a formal concluding statement specific to a discipline using precise, grade-level vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Mentor Texts • Graphic Organizers • Technological Resources 	<ul style="list-style-type: none"> • Mentor Texts • Graphic Organizers • Technological Resources 	<ul style="list-style-type: none"> • Mentor Texts • Graphic Organizers • Technological Resources 	<ul style="list-style-type: none"> • Mentor Texts • Graphic Organizers • Technological Resources 	<ul style="list-style-type: none"> • Mentor Texts • Technological Resources

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> • Phrase Citations • Visuals • L1 support • Word Bank 	<ul style="list-style-type: none"> • Sentence Frame • Visuals • L1 support • Word Bank 			

Grade 8 Unit 2 Writing

Unit 2: W.8.4 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1–3 above). • WIDA ELD 2 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify defining characteristics of a variety of writing tasks. • Utilize strategies to unpack a writing prompt. • Write for a specific purpose and audience. • Select an appropriate text structure or format for the task. • Use language that is precise and powerful to create voice. • Create a tone that is appropriate for one’s audience. 	<ul style="list-style-type: none"> • VU: Narrative • LFC: Tense and aspect • LC: Varies by ELP levels

Grade 8 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.4)

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.	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete a graphic organizer with phrase and key content based vocabulary.	Write a composition appropriate to task, purpose and audience using appropriate register in simple sentences with key content based vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete sentences of emerging complexity with some content based vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete detailed sentences of varying length and type with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Writing diamond (completed) • Bilingual Dictionary • Visuals • Word Wall • L1 support 	<ul style="list-style-type: none"> • Writing diamond (partially completed) • Bilingual Dictionary • Visuals • Word Wall • L1 support 	<ul style="list-style-type: none"> • Writing diamond (partially completed) • Bilingual Dictionary • Word Wall 	<ul style="list-style-type: none"> • Writing diamond 	<ul style="list-style-type: none"> • None

Grade 8 Unit 2 Writing

Unit 2: W.8.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.8.5. 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 2<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: Revise, edit, publish• LFC: Verb forms, subject-verb agreement• LC: Varies by ELP levels

Grade 8 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.5)

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 a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in simple sentences with key content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete sentences with emerging complexity and some content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete detailed sentences of varying length and type with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Teacher feedback • Technology support (i.e., spell check, online thesaurus, grammar check). • Template • Word Wall • Visuals • storyboard • L1 support 	<ul style="list-style-type: none"> • Teacher feedback • Technology support (i.e., spell check, online thesaurus, grammar check). • Template • Word Wall • Visuals • storyboard • L1 support 	<ul style="list-style-type: none"> • Partner Work • Technology support (i.e., spell check, online thesaurus, grammar check). • Template 	<ul style="list-style-type: none"> • Writing Outlines • Partner Work 	<ul style="list-style-type: none"> • None

Grade 8 Unit 2 Writing

Unit 2: W.8.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.8.6. 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.• 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: Search engines, authentic information, plagiarism/ reference, font, size• LFC: Document format as per MLA and APA documentation guidelines• LC: Varies by ELP levels

Grade 8 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.6)

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 complete cloze sentences or captions for drawings with words and key content based vocabulary	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using L1 and/or complete sentence frames or captions for drawing with phrases and key content based vocabulary	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using simple sentences with key content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete sentences of emerging complexity with some content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete detailed sentences of varying length and type with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Teacher feedback • Technology support • Template • Word Wall • Visuals • storyboard • Cloze sentences • L1 support 	<ul style="list-style-type: none"> • Teacher feedback • Technology support • Template • Word Wall • Visuals • storyboard • Sentence Frames • L1 support 	<ul style="list-style-type: none"> • Partner Work • Technology support • Template • Word Wall 	<ul style="list-style-type: none"> • Publishing checklist • Partner Work 	<ul style="list-style-type: none"> • Publishing checklist

Grade 8 Unit 2 Writing

Unit 2: W.8.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.8.7 (Choice). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • WIDA ELD 2, 3 ,4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Explore inquiry topics through short research projects. • Compose student-generated questions focused around areas of interest or content studies. • Research and synthesize information from several sources. • Develop research questions. • Determine keywords or topics for each question. • Conduct research and synthesize multiple sources of information. • Compose follow-up research questions. 	<ul style="list-style-type: none"> • VU: Research, answer, pose, self-generated; content-based, grade-level vocabulary • LFC: The 5 Ws + H question types, punctuation marks • LC: Varies by ELP levels

Grade 8 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write to pose, research, and answer questions in L1 and/or use drawings, pictures and selected vocabulary in key phrase patterns.	Write to pose, research, and answer questions in L1 and/or use Visuals and selected vocabulary in key phrases and short sentences.	Write to pose, research, and answer self-generated related questions using key vocabulary in a series of simple, related sentences.	Write to pose, research, and answer self-generated related questions using key vocabulary in expanded and some complex sentences.	Write to pose, research, and answer self-generated related questions using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Graphic Organizers • Visuals • Partner Work • Word/Picture Bank • Question Stem Bank • Gestures • L1 text and/or support • Technology • Template 	<ul style="list-style-type: none"> • Graphic Organizers • Visuals • Partner Work • Word/Picture Bank • Question Stem Bank • L1 text and/or support • Technology • Template 	<ul style="list-style-type: none"> • Graphic Organizers • Partner Work • Word Bank • Technology • Template 	<ul style="list-style-type: none"> • Graphic Organizers • Partner Work • Technology 	<ul style="list-style-type: none"> • Graphic Organizers • Technology

Grade 8 Unit 2 Writing

Unit 2: W.8.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.8.8 (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 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 multiple 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 MLA guidelines to cite direct and indirect quotations.• Identify examples of plagiarism.• Avoid plagiarism.	<ul style="list-style-type: none">• VU: Quote, paraphrase, source, search terms, credibility, accuracy, data, conclusions, digital, citations, plagiarism• LFC: Using search engines and databases, mastery of Microsoft Word, Office, Publisher, document skills, sequence and transition words, format as per MLA documentation guidelines• LC: Varies by ELP levels

Grade 8 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Research a content area issue from print and digital sources, assessing the credibility of such sources in L1 and/or using selected grade-level words in key phrase patterns.	Research a content area issue from print and digital sources, assessing the credibility of such sources in L1 and/or using selected grade-level vocabulary in key phrases and short sentences.	Research a content area issue from print and digital sources, assessing the credibility of such sources using key, grade-level vocabulary in multiple, simple sentences.	Research a content area issue from print and digital sources, assessing the credibility of such sources using grade-level vocabulary in multiple, complex sentences.	Research a content area issue from print and digital sources, assessing the credibility of such sources using grade-level vocabulary in multiple, complex sentences.
	Write to quote or paraphrase relevant data and conclusions citing print and digital sources without plagiarizing in L1 and/or using selected, grade-level vocabulary in key phrase patterns.	Write to quote or paraphrase relevant data and conclusions citing print and digital sources without plagiarizing in L1 and/or using selected, grade-level vocabulary in key phrases and short sentences.	Write to quote or paraphrase relevant data and conclusions citing print and digital sources without plagiarizing using key, grade-level vocabulary in multiple, simple sentences.	Write to quote or paraphrase relevant data and conclusions citing print and digital sources without plagiarizing, using key, grade-level vocabulary in expanded and some complex sentences.	Write to quote or paraphrase relevant data and conclusions citing print and digital sources without plagiarizing using grade-level vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Technological Resources • Partner work 	<ul style="list-style-type: none"> • Technological Resources • Partner work 	<ul style="list-style-type: none"> • Technological Resources • Partner work 	<ul style="list-style-type: none"> • Technological Resources • Outline 	<ul style="list-style-type: none"> • Technological Resources • Outline

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> • L1 support • Outline • Mark the Text • Word Wall 	<ul style="list-style-type: none"> • L1 support • Sentence Frame • Outline • Mark the Text 	<ul style="list-style-type: none"> • Outline • Marking the Text 	<ul style="list-style-type: none"> • Marking the Text 	<ul style="list-style-type: none"> • Marking the Text

Grade 8 Unit 2 Writing

Unit 2: W.8.9, W.8.9.A, W.8.9.B and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence). <ul style="list-style-type: none"> ○ W.8.9.A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). ○ W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). • WIDA ELD 2 	<ul style="list-style-type: none"> • Identify evidence that supports claims in literary analysis. • Incorporate textual evidence into written pieces. • Logically connect evidence to claims in writing. • Analyze author’s use of style and structure. • Identify and analyze allusions. • Select direct and indirect quotations that relate to the topic as evidence. 	<ul style="list-style-type: none"> • VU: Evidence, theme, analysis, reflection • LFC: Transitions for comparison and contrast, formal/informal expressions and phrases, format as per MLA and APA documentation guidelines, document skills • LC: Varies by ELP levels

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">○ Writing○ Speaking○ Listening		

Grade 8 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.9., W.8.9.A., W.8.9.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 appropriately leveled texts in English with single words and pictures that represent key ideas using phrase patterns and general, content-related vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with phrases and pictures and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from adapted literature by producing simple sentences that represent multiple-related ideas using repetitive structures and key, content-based vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from poetic prose and personal narratives in texts approaching grade level by producing expanded and some complex structures with a variety of structures and content vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from grade level literature reflection, and research by producing multiple, complex sentences using a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Graphic organizer • Word Wall • Technology support • Word Wall • Cloze sentences • L1 support 	<ul style="list-style-type: none"> • Graphic organizer • Word Wall • Technology support. • Sentence Frames • L1 support • Mark the text 	<ul style="list-style-type: none"> • Graphic organizer • Template • Word Wall • Technology support • Mark the text • Online resources 	<ul style="list-style-type: none"> • Graphic organizer • Story Map • Mark the text • Online resources • Technology support 	<ul style="list-style-type: none"> • Marking the text • Online resources • Technology support.

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"> • Mark the text • Online resources 	<ul style="list-style-type: none"> • Online resources 			

Grade 8 Unit 2 Writing

Unit 2: W.8.10 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.8.10. 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.).• Produce written reflections.• Explain stylistic choices made while writing.	<ul style="list-style-type: none">• VU: Personal narrative, journal entry, purpose• LFC: Different structures for different registers and genres• LC: Varies by ELP levels

Grade 8 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or produce single words that represent key ideas using phrase patterns and general, content-related vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or produce phrases and / or short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience producing simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at 7-8 grade band level using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience producing clear and coherent writing using multiple, complex sentences in a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Checklist • Rubrics • Word bank • Visuals • Cloze sentences • L1 support 	<ul style="list-style-type: none"> • Checklist • Rubrics • Word bank • Visuals • Sentence frames • L1 support 	<ul style="list-style-type: none"> • Checklist • Rubrics • Templates • Word bank 	<ul style="list-style-type: none"> • Checklist • Rubrics 	<ul style="list-style-type: none"> • Checklist • Rubrics

Grade 8 Unit 2 Speaking and Listening

Unit 2: SL.8.1, SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.1.D and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ SL.8.1.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.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ○ SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ○ SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or 	<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: Formal, informal, ideas, elaborate, cite, evidence, probe, checklist, speaking rubric, extend, summarize, point of view • LFC: First person phrases, contrastive transitions, prosodic features (e.g., stress, tone, voice) • LC: Varies by ELP level

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<p>justify their own views in light of the evidence presented.</p> <ul style="list-style-type: none"> • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Reading 		

Grade 8 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.8.1, SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.1.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Participate in a variety of teacher led discussions in L1 and/or use a graphic organizer for support and pre-taught words or phrases. Answer select YES/NO-questions.	Participate in a variety of teacher led discussions, using L1 and/or simple sentences and a graphic organizer for support.	Participate in a variety of collaborative discussions in pairs, expressing clearly and persuasively using a graphic organizer for support and organization.	Participate in a variety of collaborative discussion settings, expressing clearly and persuasively using a graphic organizer for support and organization.	Participate in a variety of collaborative discussion settings, expressing clearly and persuasively at grade level.
	Participate with peers in a variety of collaborative discussions to set rules and processes and to develop an understanding of how to compose and respond to questions to clarify, respond, and further probe a topic on a previously researched topic in L1 and/or using visuals	Participate with peers in a variety of collaborative discussions to set rules and processes and to develop an understanding of how to compose and respond to questions to clarify, respond, and further probe a topic on a previously researched topic in L1 and/or leveled text	Participate with peers in a variety of collaborative discussions to set rules and processes and to compose and respond to questions to clarify, respond, and further probe a topic on a previously researched topic using information researched from adapted and	Participate with peers in a variety of collaborative discussions to set rules and processes and to compose and respond to questions to clarify, respond, and further probe a topic and reflect on a previously researched topic using complete sentences with emerging complexity	Participate with peers in a variety of collaborative discussions to set rules and processes and to compose and respond to questions to clarify, respond, and further probe a topic and reflect on a previously researched topic using complete, detailed sentences of varying length and

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	and leveled text to complete cloze sentences or yes/no questions.	using phrases in sentence frames and teacher modeled techniques and answer WH-questions.	authentic texts using simple related sentences with key content based vocabulary.	and some content based vocabulary.	type with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Graphic Organizer • Word Wall • Visuals • Sentence Frames • L1 support • Cornell notes (completed) • Teacher modeled techniques • Strategies to participate in academic discussions • Checklist • Speaking protocol (memorized expressions) 	<ul style="list-style-type: none"> • Graphic Organizer • Word Wall • Visuals • Sentence Frames • L1 support • Cornell notes (completed) • Teacher modeled techniques • Triads or Small Groups • Strategies to participate in academic discussions • Checklist • Speaking protocol 	<ul style="list-style-type: none"> • Graphic Organizer • Word Wall • Cornell note-taking • Strategies to participate in academic discussions • Checklist • Speaking protocol 	<ul style="list-style-type: none"> • Cornell note-taking • Strategies to participate in academic discussions • Checklist • Speaking protocol 	<ul style="list-style-type: none"> • Cornell note-taking • Strategies to participate in academic discussions • Checklist • Speaking protocol

Grade 8 Unit 2 Speaking and Listening

Unit 2: SL.8.3 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Reading 	<ul style="list-style-type: none"> • Determine the speaker's argument and claims. • Evaluate whether the speaker's reasoning is rational and legitimate. • Evaluate whether there is enough evidence to support the claims. • Identify when extraneous information is presented. 	<ul style="list-style-type: none"> • VU: Delineate, argument, specific, claims, evaluate, soundness, reasoning, evidence • LFC: Superlatives, negatives, active and passive voice • LC: Varies by ELP levels

Grade 8 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.8.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech in L1 and/or using selected, grade-level vocabulary in key phrase patterns and yes/no responses.	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech in L1 and/or using selected, grade-level vocabulary in key phrases and short sentences.	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech using key, grade-level vocabulary in multiple, simple sentences.	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech using key, grade-level vocabulary in expanded and some complex sentences.	Speak and listen to evaluate a speaker’s argument for the soundness of the reasoning and the relevant evidence speech using grade-level vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Checklist • Teacher Modeling • Word Bank • Partner work • Visuals • L1 support • Visuals / Gestures • Choice questions 	<ul style="list-style-type: none"> • Checklist • Teacher Modeling • Word Bank • Partner work • Visuals • L1 support 	<ul style="list-style-type: none"> • Checklist • Teacher Modeling • Word Bank • Partner work 	<ul style="list-style-type: none"> • Checklist • Small group/ triads 	<ul style="list-style-type: none"> • Checklist

Grade 8 Unit 2 Speaking and Listening

Unit 2: SL.8.4 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Reading 	<ul style="list-style-type: none"> • Present information using sound, detailed, and relevant evidence in a coherent manner. • Use appropriate eye contact, adequate volume, and clear pronunciation. 	<ul style="list-style-type: none"> • VU: Claims, findings, points, focused, coherent, evidence, reasoning, details, appropriate, eye contact, volume, interest • LFC: Complex sentences, Interrogatives • LC: Varies by ELP levels

Grade 8 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.8.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Speak and listen to present claims and findings with pictures that represent key ideas in L1 and using selected words in key phrase patterns.	Speak and listen to present claims and findings with pictures that represent key ideas in L1 and/or use pictures and selected words in key phrases and short sentences.	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest by using key vocabulary in a series of simple, related sentences.	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest to represent organized ideas using key vocabulary in expanded and some complex sentences.	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Checklist • Cornell Notes • Pictures/Photographs • Word/Picture Bank • L1 support 	<ul style="list-style-type: none"> • Checklist • Cornell Notes • Sentence Starter • Pictures/Photographs • Word/Picture Bank • L1 support 	<ul style="list-style-type: none"> • Checklist • Cornell Notes • Word/Picture Bank 	<ul style="list-style-type: none"> • Checklist 	<ul style="list-style-type: none"> • Checklist

Grade 8 Unit 2 Speaking and Listening

Unit 2: SL.8.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see grade 8 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. 	<ul style="list-style-type: none"> • VU: Academic, general, domain-specific, comprehension, expression • LFC: Verb tenses in active/passive voices • LC: Varies by ELP levels

Grade 8 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.8.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Adapt speech in L1 and/or produce single, spoken words that represent key ideas that are appropriate to context; using phrase patterns and general, content-related vocabulary.	Adapt speech in L1 and/or produce spoken phrases and short sentences that represent key ideas that are appropriate to context; using formulaic sentence patterns and general, content-based vocabulary.	Adapt speech by producing simple, spoken sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Adapt speech by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Adapt speech by producing multiple, complex sentences that represent clear and coherent ideas using a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Rubrics specific to task reference sheet • Word/Picture Wall • Visuals/gestures • Cloze Sentence • L1 support 	<ul style="list-style-type: none"> • Rubrics specific to task reference sheet • Word/Picture Wall • Visuals • Sentence frames • L1 support 	<ul style="list-style-type: none"> • Rubrics specific to task reference sheet • Word wall 	<ul style="list-style-type: none"> • Rubrics specific to task 	<ul style="list-style-type: none"> • Rubrics specific to task

Grade 8 Unit 2 Language

Unit 2: L.8.1, L.8.1.B, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<p>L.8.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">• L.8.1.B. Form and use verbs in the active and passive voice.• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening○ Reading○ Writing	<ul style="list-style-type: none">• Differentiate between active and passive voice.• Identify active and passive voice in reading.• Correctly use verbs in the active and passive voice when writing or speaking.	<ul style="list-style-type: none">• VU: Active voice, emphasis, action• LFC: Simple/compound verb tenses, parts of speech, subject/predicate• LC: Varies by ELP levels

Grade 8 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.1, L.8.1.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write or speak to develop an understanding of formal English in the active voice by matching pictures to corresponding active verbs.	Write or speak to develop an understanding of formal English in the active voice by matching pictures to simple sentences.	Write or speak to demonstrate an understanding of formal English in the active voice in different verb tenses in simple sentences and adapted text.	Write or speak to demonstrate a command of formal English in the active voice in different verb tenses in adapted text approaching grade level tasks.	Write or speak to demonstrate a command of formal English by forming and using active voice in different tenses in a variety of grade level material.
Supports	<ul style="list-style-type: none"> • Adapted Text • Pictures/Photographs • Cloze sentences • L1 support 	<ul style="list-style-type: none"> • Adapted Text • Pictures/Photographs • Sentence Frames • L1 support 	<ul style="list-style-type: none"> • Adapted Text • Word Wall • Picture Dictionaries 	<ul style="list-style-type: none"> • Adapted Text 	<ul style="list-style-type: none"> • None

Grade 8 Unit 2 Language

Unit 2: L.8.2, L.8.2.B, L.8.2.C, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• L.8.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ L.8.2.B. Use an ellipsis to indicate an omission.○ L.8.2.C. Spell correctly.• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Reading	<ul style="list-style-type: none">• Use punctuation (comma, ellipsis, dash) to indicate an omission.• Apply common rules and patterns to spell words correctly.	<ul style="list-style-type: none">• VU: Conventions, Standard English, capitalization, punctuation: comma, ellipsis, dash; pause, break, spelling rules and patterns• LFC: Capitalization rules, spelling rules• LC: Varies by ELP levels

Grade 8 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.2, L.8.2.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write to identify where to apply the conventions of Standard English punctuation by inserting commas into cloze sentences of written examples as well as apply the conventions of capitalization by categorizing proper and common nouns in cloze sentences using single words within phrase patterns.	Write to identify the conventions of Standard English punctuation by inserting commas and dashes of written examples of phrases and short sentences using formulaic sentence patterns as well as general. And identify the conventions of capitalization by producing and revising proper and common nouns.	Write to apply the conventions of Standard English punctuation by revising written examples of simple sentences that as well as to apply the conventions of Standard English capitalization by producing, editing and revising simple sentences.	Write to apply the conventions of Standard English punctuation by revising written examples of expanded and some complex sentences as well as to apply the conventions of Standard English capitalization by producing, editing and revising some complex sentences.	Write to apply the conventions of Standard English punctuation by producing, editing and revising written examples at grade level as well as to apply the conventions of Standard English capitalization by producing, editing and revising using multiple, complex sentences in a variety of grammatical structures.

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	Write to apply the conventions of Standard English spelling by sorting content-related vocabulary from a word bank into leveled cloze sentences according to visual themes and spelling rules.	Write to apply the conventions of Standard English spelling by completing leveled sentence frames with content related vocabulary from a word bank, and categorizing words according to visual themes and spelling rules.	Write to apply the conventions of Standard English spelling in simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary	Write to apply the conventions of Standard English spelling in expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Write to apply the conventions of Standard English spelling in multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary
Supports	<ul style="list-style-type: none"> • Cloze sentences • Leveled written examples • Punctuation rules checklist • Capitalization reference sheet • Technology resources • Spelling rules chart • Visuals • L1 support 	<ul style="list-style-type: none"> • Sentence frames • Leveled written examples • Punctuation rules checklist • Capitalization reference sheet • Technology resources • Spelling rules chart • Visuals • L1 support 	<ul style="list-style-type: none"> • Written examples • Template • Punctuation rules checklist • Capitalization reference sheet • Technology resources • Spelling rules chart 	<ul style="list-style-type: none"> • Punctuation rules checklist • Capitalization reference sheet • Technology resources • Spelling rules chart 	<ul style="list-style-type: none"> • Punctuation rules checklist • Capitalization reference sheet • Technology resources • Spelling rules chart

Grade 8 Unit 2 Language

Unit 2: L.8.3, L.8.3.A, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ○ L.8.3.A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Reading ○ Writing 	<ul style="list-style-type: none"> • Identify verbs used in the active and passive voice and in the conditional and subjunctive mood • Select verbs in various moods to achieve an intentional effect 	<ul style="list-style-type: none"> • VU: Verbs, active/passive voice • LFC: Verb tenses in active/passive voices, conditional/ subjunctive • LC: Varies by ELP levels

Grade 8 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.3, L.8.3.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Adapt speech in L1 and/or produce single, spoken words that represent key ideas that are appropriate to context; using phrase patterns and general, content-related vocabulary.	Adapt speech in L1 and/or produce spoken phrases and short sentences that represent key ideas that are appropriate to context; using formulaic sentence patterns and general, content-based vocabulary.	Adapt speech by producing simple, spoken sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Adapt speech by producing expanded and some complex structures that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Adapt speech by producing multiple, complex sentences that represent clear and coherent ideas using a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Rubrics specific to task Reference sheet • Word/Picture Wall • Visuals/gestures • Cloze Sentence • L1 support 	<ul style="list-style-type: none"> • Rubrics specific to task Reference sheet • Word/Picture Wall • Visuals • Sentence frames • L1 support 	<ul style="list-style-type: none"> • Rubrics specific to task Reference sheet • Word wall 	<ul style="list-style-type: none"> • Rubrics specific to task 	<ul style="list-style-type: none"> • Rubrics specific to task

Grade 8 Unit 2 Language

Unit 2: L.8.4, L.8.4.A, L.8.4.C, L.8.4.D, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ L.8.4.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.8.4.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.8.4.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 and function 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 printed and digital reference materials. 	<ul style="list-style-type: none"> • VU: Multiple meaning words / phrases, context, context clues, synonyms, antonyms, parts of speech, locate • LFC: Word functions, positions, and meanings, genre • LC: Varies by ELP levels

Grade 8 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.4, L.8.4.A, L.8.4.C, L.8.4.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Define the meaning of unknown and multiple-meaning teacher selected words and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of key content based words utilizing technology. Use context clues to comprehend unfamiliar, high frequency vocabulary.	Define the meaning of unknown and multiple-meaning teacher selected words, phrases, and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of key words utilizing technology. Use context clues to comprehend unfamiliar, general vocabulary.	Define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of key content based words in context. Use context clues to comprehend unfamiliar, content-related vocabulary.	Define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of words in context. Use context clues to comprehend unfamiliar vocabulary.	Define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and technology. Listen to and practice the pronunciation of words from grade level text utilizing technology. Use context clues to comprehend unfamiliar vocabulary
Supports	<ul style="list-style-type: none"> • Technology support • Leveled text • Pictures • L1 support • Cognates • Reference sheet on 	<ul style="list-style-type: none"> • Technology support • Leveled Text • Pictures • L1 support • Cognates • Reference sheet on 	<ul style="list-style-type: none"> • Technology support • Cognates • Reciprocal teaching group • Reference sheet on context clues 	<ul style="list-style-type: none"> • Technology support • Cognates • Reciprocal teaching group • Reference sheet on context clues 	<ul style="list-style-type: none"> • Technology support • Reciprocal teaching group

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	context clues	context clues			

Grade 8 Unit 2 Language

Unit 2: L.8.5, L.8.5.B and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none">○ L.8.5.B. Use the relationship between words to better understand each of the words.• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Reading○ Listening	<ul style="list-style-type: none">• Identify the relationship of words.• Clarify words by using the relationship between them.	<ul style="list-style-type: none">• VU: Context(ual), figurative, connotative connotations/ figures of speech, verbal irony, puns, word meanings, nuances, associations, relationships• LFC: Compound tenses, embedded clauses, figures of speech, sentences with related grade-level words• LC: Varies by ELP levels

Grade 8 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.5, L.8.5.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read, write, speak, and listen to interpret figures of speech as well as show and apply comprehension of word relationships in from L1 and/or in selected sentences from leveled poems and short stories using selected vocabulary in phrase patterns.	Read, write, speak, and listen to interpret figures of speech as well as show and apply comprehension of word relationships in L1 and /or in leveled poems and short stories using selected vocabulary in key phrases and short sentences.	Read, write, speak, and listen to interpret figures of speech as well as show and apply comprehension of word relationships in adapted poems and short stories using key vocabulary in simple, related sentences.	Read, write, speak, and listen to interpret figures of speech in poems and short stories within the grade-level band as well as show and apply comprehension of word relationships using key vocabulary in expanded and some, complex sentences.	Read, write, speak, and listen to interpret figures of speech in grade-level poems and short stories as well as show and apply comprehension of word relationships using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Figurative Language Chart • Partner work • Word Wall • L1 support • Cognates • Vocabulary Flash Cards • Technology and Technological Resources 	<ul style="list-style-type: none"> • Figurative Language Chart • Partner work • Idiom Dictionary • Word Wall • L1 support • Vocabulary Flash Cards • Technology and Technological Resources 	<ul style="list-style-type: none"> • Figurative Language Chart • Partner work • Idiom Dictionary • Technology and Technological Resources 	<ul style="list-style-type: none"> • Figurative Language Chart • Partner work • Idiom Dictionary • Technology and Technological Resources 	<ul style="list-style-type: none"> • Figurative Language • Technology and Technological Resources

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	• Visuals				

Grade 8 Unit 2 Language

Unit 2: L.8.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<p>L.8.6. 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.</p> <ul style="list-style-type: none">• 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, general, domain-specific, monitor understanding• LFC: Subject verb agreement, embedded clauses• LC: Varies by ELP levels

Grade 8 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read, write, speak, and listen to speak and write to apply grade-appropriate general, academic and key domain-specific single words from leveled reference materials to complete cloze sentences to represent ideas and/or by using vocabulary in a matching activity.	Read, write, speak and listen to speak and write to apply grade-appropriate general, academic and key domain-specific words and phrases from leveled reference materials by using vocabulary to complete sentence frames to represent ideas.	Read, write, speak and listen to speak and write with adapted grade-appropriate general, academic and key domain-specific words and phrases to produce simple sentences with repetitive structures that represent multiple, related ideas.	Read, write, speak and listen to speak and write with grade 7/8 general, academic and domain-specific words and phrases to produce expanded and some complex sentences to represent organized ideas.	Read, write, speak and listen to speak and write with grade-appropriate general, academic and domain-specific words and phrases to produce clear and coherent writing / speech using multiple, complex sentences to represent organized ideas.
Supports	<ul style="list-style-type: none"> • Reference materials • Cloze sentences • Visuals • L1 support • Leveled reference materials 	<ul style="list-style-type: none"> • Reference materials • Sentence Frames • Visuals • L1 support • Leveled reference materials 	<ul style="list-style-type: none"> • Reference materials (digital and books) 	<ul style="list-style-type: none"> • Reference materials (digital and books) 	<ul style="list-style-type: none"> • Reference materials (digital and books)