

## Grade 8 ELA Curricular Frameworks with ELL Scaffolds

### Grade 8 Unit 3 Reading Literature and Reading Informational

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

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"> <li>• Read and analyze a variety of literary genres and informational texts.</li> <li>• Probe a segment of text to study and evaluate its multiple, deeper, and varied meanings.</li> <li>• Combine text information and prior knowledge to create new information in the form of inferences.</li> <li>• Refer to the text for support when analyzing and drawing inferences.</li> </ul>	

## Grade 8 Unit 3 Reading Literature and Reading Informational

### Unit 3: 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 leveled informational text in L1 and/or by matching simple sentences/phrase citations from leveled text to visual representations.	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 structures.	Read to cite explicit textual as well as inferential evidence from poetic prose, personal narratives and informational text. Use precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Study guide (completed)</li> <li>• Think-pair-share (<a href="#">Partner Work</a>)</li> <li>• <a href="#">Word Wall</a></li> <li>• Visuals</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Study guide</li> <li>• Think-pair-share (<a href="#">Partner Work</a>)</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Study guide</li> <li>• Think-pair-share (<a href="#">Partner Work</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Study guide</li> </ul>	<ul style="list-style-type: none"> <li>• Study guide</li> </ul>

## Grade 8 Unit 3 Reading Literature and Reading Informational

### Unit 3: 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"> <li>• 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.</li>   <li>• WIDA ELD 1, 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li>   <li>• WIDA ELD 3, 4 or 5 depending on context               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence.</li> <li>• Analyze the development of the theme or central idea over the course of the fictional or informational text.</li> <li>• Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts.</li> <li>• Summarize the text objectively, capturing the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Central /main, theme/idea, details, analyze/analysis, summarize, objective(ly), subjective(ly)</li> <li>• <b>LFC</b> Compound and complex sentences, sequencing, parallel structure of verb forms, adverbs of time, conjunctions</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 8 Unit 3 Reading Literature and Reading Informational

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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 match word or phrase strips to visual representations of the theme of fictional, poetic prose, personal narratives or informational text. Summarize the text in L1 and/or complete a summary of a leveled text with short phrases in cloze sentences.	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 match phrase or sentence strips to visual representations of the theme from leveled fictional, poetic prose, personal narratives or informational text. Summarize the text in L1 and/or complete a summary of a leveled text with short phrases and sentence frames.	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 an adapted informational text. Use simple, related sentences with key, content-based vocabulary.	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 an informational text. Use content-based vocabulary in expanded and some complex sentences with a variety of structures.	Read to analyze how a central idea is developed including its relationship to the characters, setting, and plot by identifying specific details from grade level fictional, poetic prose and personal narratives or informational text. Read and objectively summarize a grade level informational text. Use precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
<b>Supports</b>	<ul style="list-style-type: none"> <li>Completed <a href="#">story map</a></li> <li><a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Story map/Graphic organizer</a></li> <li>Sentence Citations</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Story map/Graphic organizer</a></li> <li><a href="#">Adapted text</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Story map</a></li> <li>Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Story map</a></li> <li>Graphic organizer</li> </ul>

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"> <li>• Phrase citations</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> </ul>			

**Grade 8 Unit 3 Reading Literature**  
**Unit 3: RL.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"> <li>• RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Determine how specific events or dialogue significantly impact the development of a story.</li> <li>• Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story.</li> <li>• Explain the cause/effect result of specific lines or incidents in relation to the story’s plot or development.</li> <li>• Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Dialogue,</li> <li>• <b>LFC:</b> Quotations; prepositional phrases; simple past; negative past sentences)</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		<ul style="list-style-type: none"> <li>• Explain why the author chose to include the dialogue or incidents.</li> <li>• Analyze the impact of the dialogue or incidents on the reader.</li> <li>• Evaluate the author’s effectiveness in using lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>	



## Grade 8 Unit 3 Reading Literature

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.8.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Read poetic prose and personal narratives in L1 and/or in leveled text and identify and dramatize lines of dialogue and match to the character stating it. Identify how dialogue reveals a character's traits by dramatizing specific dialogue and matching it to character and incidents. Identify lines of dialogue that influence how a decision is made by dramatizing those lines and match to decisions.	Read poetic prose and personal narratives in L1 and/or in leveled text Dramatize multiple lines of dialogue and match it to the character stating it. Identify how dialogue reveals a character's traits by dramatizing specific dialogue and matching it to character and incidents. Identify lines of dialogue that influence how a decision is made by dramatizing those lines and match to decisions.	Read adapted poetic prose and personal narrative to identify and dramatize dialogue among characters and determine how the dialogue propels the action and that identify lines of dialogue that influence how decisions are made.	Read approaching grade level poetic prose and personal narrative to dramatize and analyze how dialogue between characters leads to action identify lines of dialogue that influence how decisions are made and identify lines of dialogue that influence how decisions are made.	Read grade level poetic prose and personal narratives to analyze how dialogue between characters leads to action and identify lines of dialogue that influence how decisions are made.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Dramatization with props</li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Dramatization with props</li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Dramatization</li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Video Clips</a></li> </ul>	<ul style="list-style-type: none"> <li>• Dramatization</li> <li>• <a href="#">Partner Work</a></li> <li>• Mark the text</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatization</li> <li>• Mark the text</li> </ul>

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"> <li>• Dialogue lines</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Video Clips</a></li> <li>• Mark the text</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue lines</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Mark the text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• Mark the text</li> </ul>		

**Grade 8 Unit 3 Reading Literature**  
**Unit 3: RL.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"> <li>• RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).</li> <li>• Provide an analysis of the impact of specific word choice on meaning and/or tone.</li> <li>• Identify analogies and allusions.</li> <li>• Analyze why the author chose to include specific word choice, including analogies or allusions.</li> <li>• Analyze how specific word choice, including analogies and allusions, impacts the reader.</li> <li>• Evaluate the effectiveness of the author’s word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Personification, literary terms, such as similes, metaphors, hyperboles, mood, figurative, connotative, meanings, word choice, meaning(s), tone, analogies, allusions</li> <li>• <b>LFC:</b> Word choice, part of speech and meaning changes meaning</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 8 Unit 3 Reading Literature

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Determine the meaning of single words and idiomatic phrases and analyze the impact of word choices on meaning and tone in L1 and/or match the meaning of single words with pictures and dramatization of tone including figurative, connotative and technical meanings.	Determine the meaning of phrases and idiomatic expression and analyze the impact of word choices on meaning and tone in L1 and/or choose the phrases to match the picture or dramatization of tone as they are used, including figurative, connotative and technical meanings.	Analyze and determine the meaning of words and phrases and the impact of word choices on meaning and tone, including figurative, connotative and technical using simple, related sentences with key, content-based vocabulary.	Analyze and determine the meaning of words and phrases and the impact of word choices on meaning and tone including figurative, connotative and technical meanings using some complex sentences with a variety of structures.	Analyze and determine the meaning of words and phrases and the impact of word choices on meaning and tone as they are used in a text, including figurative, connotative and technical meanings using multiple, complex sentences with a variety of structures and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Online Resources</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">L1 support</a></li> <li>• Visuals</li> <li>• Book of Idioms</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Online Resources</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> <li>• Book of Idioms</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Online Resources</a></li> <li>• Book of Idioms</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Online Resources</a></li> <li>• Book of Idioms</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Online Resources</a></li> <li>• <a href="#">Book of Idioms</a></li> </ul>

**Grade 8 Unit 3 Reading Literature**  
**Unit 3: RL.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"> <li>• RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an analysis of how the structure of a specific paragraph in a text, including the role of sentences aids in developing and refining a key concept.</li> <li>• Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept.</li> <li>• Analyze why the author chose a structure.</li> <li>• Analyze the impact that the structure choice has on the reader</li> <li>• Evaluate the effectiveness of the structure an author uses to develop and to</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Poetic prose, personal narrative, structure, differ, meaning, style; content-based, grade-level vocabulary</li> <li>• <b>LFC:</b> Compound and complex sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		refine a key concept	

## Grade 8 Unit 3 Reading Literature

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Compare and contrast the structure of two or more grade-level texts and analyze how they differ in meaning and style in L1 and/or in leveled texts using selected vocabulary in key phrase patterns	Compare and contrast the structure of two or more grade-level texts and analyze how they differ in meaning and style in L1 and/or in leveled texts using selected vocabulary in simple phrases and short sentences.	Compare and contrast the structure of two or more adapted, grade-level texts and analyze how they differ in meaning and style using key vocabulary in a series of simple, related sentences.	Compare and contrast the structure of two or more texts within grade-level band and analyze how they differ in meaning and style using key vocabulary in expanded and some complex sentences.	Compare and contrast the structure of two or more grade-level texts and analyze how they differ in meaning and style using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a> (partially completed)</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a> (partially completed)</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a> (partially completed)</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a></li> </ul>

## Grade 8 Unit 3 Reading Literature and Reading Informational

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



## Grade 8 Unit 3 Reading Literature and Reading Informational

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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 content vocabulary. Analyze author's point of view and respond to conflicting viewpoints in L1 and/or match simple phrase citations to visual representations using single key content-based words.	Identify how characters' points of view connect to the creation of suspense or humor in L1 and/or state characters' points of view and complete sentence frames with key phrases and content vocabulary. Analyze author's point of view and respond to conflicting viewpoints in L1 and/or match sentence citations to visual representations using phrases with formulaic patterns.	Identify how characters' points of view connect to the creation of suspense or humor using key content vocabulary and simple sentences. Analyze author's point of view and response to conflicting viewpoints using simple, related sentences with repetitive structures and key, content-based vocabulary.	Identify how characters' points of view connect to the creation of suspense or humor using complete sentences of emerging complexity with some content vocabulary. Analyze author's point of view and respond to conflicting viewpoints using expanded and some complex sentences with a variety of 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. Analyze author's point of view and respond to conflicting viewpoints using multiple, complex sentences with a variety of structures and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Anticipation guide</li> <li>• <a href="#">Word bank</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation guide</li> <li>• <a href="#">Word bank</a></li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation guide</li> <li>• <a href="#">Word bank</a></li> <li>• <a href="#">Graphic organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation guide</li> <li>• <a href="#">Graphic organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation guide</li> <li>• <a href="#">Graphic organizer</a></li> </ul>

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"> <li>• <a href="#">Graphic organizer</a></li> <li>• Phrase citations</li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Graphic organizer</a></li> <li>• Sentence Citations</li> </ul>			

**Grade 8 Unit 3 Reading Literature**  
**Unit 3: RL.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"> <li>• RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and reflect upon the similarities and differences between text and dramatic productions.</li> <li>• Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation.</li> <li>• Observe how closely details in the portrayal align with the details in the text that created their initial visual image.</li> <li>• Analyze the reason behind omission and alterations.</li> <li>• Identify and analyze the reasons for the artistic choices made by the film or play's director, such as the choice of lighting, staging, costuming, and even casting.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Faithful, departs</li> <li>• <b>LFC:</b> Tense and aspect, simple, compound and complex sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		<ul style="list-style-type: none"> <li>• Analyze why directors or actors stay faithful or depart from the text or script.</li> <li>• Analyze the impact of the actor’s or director’s choices on the viewer.</li> <li>• Evaluate the effectiveness of the actor’s or director’s choices to stay faithful or depart from the text or script.</li> </ul>	

## Grade 8 Unit 3 Reading Literature

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Identify and discuss in L1 the extent to which a filmed or live production of a story stays faithful to or departs from the text and/or in English by matching pictures with key phrases and content based vocabulary and answering yes/no or choice questions with L1 support.	Identify and discuss in L1 the extent to which a filmed or live production of a story stays faithful to or departs from the text and/or in English identify and state the extent a film stays faithful or departs from the text by completing sentence frames with key phrases and content based vocabulary and asking WH- questions to clarify meaning with L1 support.	Identify and discuss the extent to which a filmed or live production of a story stays faithful to or departs from the text using key content based vocabulary and simple sentences with some errors which do not interfere with meaning.	Identify and discuss the extent to which a filmed or live production of a story stays faithful to or departs from the text using complete sentences of emerging complexity with some content based vocabulary.	Identify and discuss the extent to which a filmed or live production of a story stays faithful to or departs from the text using complete, detailed sentences of varying length and type with content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Outlines</a> for note taking</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Outlines</a> for note taking</li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Outlines</a> for note taking</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Outlines</a> for note taking</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Outlines</a> for note taking</li> </ul>

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"> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>			

**Grade 8 Unit 3 Reading Literature**  
**Unit 3: RL.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"> <li>• RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that literary themes are timeless.</li> <li>• Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works.</li> <li>• Read a variety of texts of varying formats and time periods that all focus around a common literary theme.</li> <li>• Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts.</li> <li>• Determine how writers modernize their presentation of a theme while still holding true to</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Modern, fiction, themes, events, patterns, character types, myths, traditional stories, religious texts</li> <li>• <b>LFC:</b> Tense and aspect, simple, compound and complex sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		<p>the characteristics of that genre.</p> <ul style="list-style-type: none"> <li>• Note specific use of elements such as language, character traits, conflicts, and settings to analyze the writer’s approach.</li> <li>• Analyze why an author chose to draw on elements from myths, traditional stories, or religious words.</li> <li>• Analyze the impact of the author’s choice to reference elements from earlier works on the reader.</li> </ul>	



## Grade 8 Unit 3 Reading Literature

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.9)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious texts in L1 and/or using pictures and selected vocabulary in key phrase patterns.	Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious texts in L1 and/or using Visuals and selected vocabulary in key phrases and short sentences.	Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious adapted texts using key vocabulary in a series of simple, related sentences.	Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious texts within the grade-level band in expanded and some complex sentences.	Read to compare and contrast the use of themes, patterns of events, or character types in modern fiction from myths, traditional stories, or religious grade-level texts in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a></li> <li>• <a href="#">Word bank</a></li> <li>• <a href="#">Visuals</a></li> <li>• Cloze Sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a></li> <li>• <a href="#">Word bank</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a></li> <li>• <a href="#">Word Bank</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">T-Chart</a></li> </ul>

## Grade 8 Unit 3 Writing

### Unit 3: W.8.3, W.8.3.A, W.8.3.B, W.8.3.C, W.8.3.D, W.8.3.E and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• W.8.3. 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"> <li>○ W.8.3.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.</li> <li>○ W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>○ W.8.3.C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts in timeframe or setting, and show the relationships among experiences and events.</li> <li>○ W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Establish a point of view and context.</li> <li>• Engage the reader with a story hook.</li> <li>• Introduce a narrator and/or characters.</li> <li>• Organize an event sequence that unfolds naturally and logically.</li> <li>• Use narrative techniques (dialogue, pacing, and description, etc.) to develop experiences, events, and/or characters.</li> <li>• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts in time frame or setting.</li> <li>• Use figurative language to aid in description.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>• Clearly convey a conflict and a resolution to the conflict.</li> <li>• Apply the narrative plot structure to a</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Narrator, sequence, transitional, point of view, dialogue, pacing, descriptive details, sensory language, conclusion</li> <li>• <b>LFC:</b> Sequential and transitional words, sensory words/ phrases, punctuation for dialogue (tags), quotation marks, descriptive adjectives</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>○ W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>● WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>real or imagined story.</p> <ul style="list-style-type: none"> <li>● Demonstrate ability to create a context or setting for the story.</li> <li>● Develop characters throughout the story.</li> </ul>	

## Grade 8 Unit 3 Writing

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.3, W.8.3A, W.8.3.B, W.8.3.C, W.8.3.D, W.8.3.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Write a multi-paragraph narrative with well-structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences and characters in L1 and/or write narrative word or phrase captions under visual sequence of events/phrase captions or speech bubbles using selected vocabulary.	Write a multi-paragraph narrative with well-structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences and characters in L1 and/or write narrative phrase or sentence captions or speech bubbles under visual sequence of events using selected vocabulary.	Write a narrative paragraph with well-structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences using key in simple, related sentences.	Write a multi-paragraph narrative with well-structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences using key vocabulary in expanded and some complex sentences.	Write a multi-paragraph narrative with well-structured event sequences, a clearly defined introduction, point of view, dialogue, pacing, descriptive details and sensory language to develop experiences using precise vocabulary in complex sentences.

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	Write to apply sequential transitional words, phrases, and clauses in L1 and/or use selected transitional words to complete narrative Sentence Frame with illustrations.	Write to apply sequential transitional words, phrases, and clauses in L1 and/or complete narrative Sentence Frame with selected vocabulary.	Write to apply sequential transitional words, phrases, and clauses using key vocabulary in a series of simple, related sentences.	Write to apply sequential transitional words, phrases, and clauses using key vocabulary in expanded and some complex sentences.	Write to apply sequential transitional words, phrases, and clauses using precise vocabulary in multiple and complex sentences.
	Write to complete L1 and /or leveled conclusive cloze sentences using vocabulary with illustrations.	Write to complete L1 and/or leveled conclusive Sentence Frame using vocabulary with illustrations.	Write a conclusion that reflects on the experiences and events in a narrative story using simple sentences with key content-based vocabulary.	Write a conclusion paragraph that reflects on the experiences and events in a narrative story using complete sentences of emerging complexity with some content vocabulary.	Write a conclusion paragraph that reflects on the experiences and events in a narrative story using complete, detailed sentences of varying length and type with content vocabulary
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Timeline</a></li> <li>• <a href="#">Narrative Writing Diamond</a> (completed)</li> <li>• <a href="#">Word</a> bank</li> <li>• <a href="#">Visuals</a></li> <li>• Cloze sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Timeline</a></li> <li>• <a href="#">Narrative Writing Diamond</a> (partially completed)</li> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Word</a> bank</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Starter</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Timeline</a></li> <li>• <a href="#">Narrative Writing Diamond</a></li> <li>• <a href="#">Shared Writing</a></li> <li>• <a href="#">Mentor Texts</a></li> <li>• <a href="#">Word</a> bank</li> <li>Transitional phrase chart</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Timeline</a></li> <li>• <a href="#">Narrative Writing Diamond</a></li> <li>• <a href="#">Mentor Texts</a></li> <li>• Transitional phrase <a href="#">Wall</a></li> <li>• <a href="#">Reference sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Narrative Writing Diamond</a></li> <li>• <a href="#">Mentor Texts</a></li> <li>• <a href="#">Reference sheet</a></li> <li>• <a href="#">Mentor Texts</a></li> </ul>

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"> <li>• <a href="#">Story Map</a> (completed)</li> <li>• <a href="#">Mentor Texts</a></li> <li>• Cloze sentences</li> <li>• Transitional phrase <a href="#">Wall</a></li> <li>• <a href="#">Reference sheet</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Multiple</a> resources</li> <li>• Phrase captions</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Story Map</a> (partial)</li> <li>• <a href="#">Mentor Texts</a></li> <li>• Transitional phrase <a href="#">Wall</a></li> <li>• <a href="#">Reference sheet</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• Sentence captions</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reference sheet</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Multiple</a> resources</li> </ul>		

## Grade 8 Unit 3 Writing

### Unit 3: W.8.4 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• 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).</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify defining characteristics of a variety of writing tasks.</li> <li>• Utilize strategies to unpack a writing prompt.</li> <li>• Write for a specific purpose and audience.</li> <li>• Select an appropriate text structure or format for the task.</li> <li>• Use language that is precise and powerful to create voice.</li> <li>• Create a tone that is appropriate for one’s audience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Narrative</li> <li>• <b>LFC:</b> Tense and aspect</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 8 Unit 3 Writing

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Writing diamond (completed)</li> <li>• <a href="#">Bilingual Dictionary</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Writing diamond (partially completed)</li> <li>• <a href="#">Bilingual Dictionary</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Writing diamond (partially completed)</li> <li>• <a href="#">Bilingual Dictionary</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Writing diamond</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Grade 8 Unit 3 Writing

### Unit 3: W.8.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li> <li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Revise and edit intentionally to improve writing.</li><li>• Generate ideas to develop topic.</li><li>• Revise writing with a partner or self-editing checklists.</li><li>• View writing from the vantage point of the audience to determine the effectiveness of their words, organization, etc.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Revise, edit, publish</li><li>• <b>LFC:</b> Verb forms, subject-verb agreement</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 8 Unit 3 Writing

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• <a href="#">Technology</a> support (i.e., spell check, online thesaurus, grammar check).</li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• storyboard</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• <a href="#">Technology</a> support (i.e., spell check, online thesaurus, grammar check).</li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• storyboard</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Technology</a> support (i.e., spell check, online thesaurus, grammar check).</li> <li>• Template</li> </ul>	<ul style="list-style-type: none"> <li>• Writing <a href="#">Outlines</a></li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 8 Unit 3 Writing

### Unit 3: W.8.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li><li>•</li><li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use technological resources to enhance writing.</li><li>• Use technology to broaden research base.</li><li>• Use evidence found online to support ideas.</li><li>• Give and receive feedback using technology.</li><li>• Seek out authentic publishing opportunities.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Search engines, authentic information, plagiarism/ reference, font, size</li><li>• <b>LFC:</b> Document format as per MLA and APA documentation guidelines</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 8 Unit 3 Writing

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• <a href="#">Technology</a> support</li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• storyboard</li> <li>• Cloze sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• <a href="#">Technology</a> support</li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• storyboard</li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Technology</a> support</li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Publishing checklist</li> <li>• <a href="#">Partner Work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Publishing checklist</li> </ul>

## Grade 8 Unit 3 Writing

### Unit 3: W.8.7 and WIDA Standards

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

## Grade 8 Unit 3 Writing

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Word/Picture Bank</a></li> <li>• <a href="#">Question Stem Bank</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">L1 text and/or support</a></li> <li>• <a href="#">Technology</a></li> <li>• <a href="#">Template</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Word/Picture Bank</a></li> <li>• <a href="#">Question Stem Bank</a></li> <li>• <a href="#">L1 text and/or support</a></li> <li>• <a href="#">Technology</a></li> <li>• <a href="#">Template</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Technology</a></li> <li>• <a href="#">Template</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Partner Work</a></li> <li>• <a href="#">Technology</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Technology</a></li> </ul>

## Grade 8 Unit 3 Writing

### Unit 3: W.8.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li><li>• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use search terms effectively.</li><li>• Write a clear thesis statement.</li><li>• Draw evidence from multiple texts to support a thesis.</li><li>• Assess the credibility and accuracy of each source.</li><li>• Select direct and indirect quotations that relate to the topic as evidence.</li><li>• Follow MLA guidelines to cite direct and indirect quotations.</li><li>• Identify examples of plagiarism.</li><li>• Avoid plagiarism.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Quote, paraphrase, source, search terms, credibility, accuracy, data, conclusions, digital, citations, plagiarism</li><li>• <b>LFC:</b> Using search engines and databases, mastery of Microsoft Word, Office, Publisher, document skills, sequence and transition words, format as per MLA documentation guidelines</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 8 Unit 3 Writing

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	Research a content area issue from print and digital sources, assessing the credibility of such sources in L1 and/or using selected words in key phrase patterns.	Research a content area issue from print and digital sources, assess the credibility of such sources in L1 and/or use selected 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, 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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Technological Resources</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological Resources</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frame</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological Resources</a></li> <li>• <a href="#">Checklist</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Outline</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological Resources</a></li> <li>• <a href="#">Outline</a></li> <li>• <a href="#">Mark the Text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technological Resources</a></li> <li>• <a href="#">Outline</a></li> <li>• <a href="#">Mark the Text</a></li> </ul>



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"> <li>• <a href="#">Outline</a></li> <li>• <a href="#">Mark the Text</a></li> <li>• <a href="#">Word</a> bank</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Outline</a></li> <li>• <a href="#">Mark the Text</a></li> <li>• Word bank</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Mark the Text</a></li> </ul>		

## Grade 8 Unit 3 Writing

### Unit 3: 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"> <li>• 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"> <li>○ 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").</li> <li>○ 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").</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify evidence that supports claims in literary analysis</li> <li>• Incorporate textual evidence into written pieces</li> <li>• Logically connect evidence to claims in writing</li> <li>• Analyze author's use of style and structure</li> <li>• Identify and analyze allusions</li> <li>• Select direct and indirect quotations that relate to the topic as evidence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Evidence, theme, analysis, reflection</li> <li>• <b>LFC:</b> Transitions for comparison and contrast, formal/informal expressions and phrases, format as per MLA and APA documentation guidelines, document skills</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>● WIDA ELD 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>		

## Grade 8 Unit 3 Writing

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	Cite evidence from literary and informational texts to support analysis and reflection from L1 texts and leveled texts with single words and pictures that represent key ideas using phrase patterns and general, content-related vocabulary.	Cite evidence from literary and informational texts to support analysis and reflection from L1 texts and leveled texts with phrases and pictures and short sentences that represent key ideas using formulaic sentence patterns and general, content-based vocabulary.	Cite evidence from literary and informational texts to support analysis and reflection from literature by producing simple sentences that represent multiple-related ideas using simple sentences and key, content vocabulary.	Cite evidence from literary and informational texts to support analysis and reflection by producing expanded and some complex structures with a variety of grammatical structures and content-based vocabulary.	Cite evidence from literary and informational texts to support analysis and reflection by producing multiple, complex sentences using a variety of grammatical structures and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Graphic organizer (completed)</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Visuals</a></li> <li>• Cloze sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer (partial)</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer (partial)</li> <li>• Template</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Mark the text</a></li> <li>• <a href="#">Online resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• <a href="#">Mark the text</a></li> <li>• <a href="#">Online resources</a></li> <li>• <a href="#">Technology</a> support</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Mark the text</a></li> <li>• <a href="#">Online resources</a></li> <li>• <a href="#">Technology</a> support</li> </ul>

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"> <li>• <a href="#">Mark the text</a></li> <li>• <a href="#">Online resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Mark the text</a></li> <li>• <a href="#">Online resources</a></li> </ul>			

## Grade 8 Unit 3 Writing

### Unit 3: W.8.10 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li> <li>• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.).</li><li>• Produce written reflections.</li><li>• Explain stylistic choices made while writing.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Personal narrative, journal entry, purpose</li><li>• <b>LFC:</b> Different structures for different registers and genres</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 8 Unit 3 Writing

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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 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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Rubrics</li> <li>• <a href="#">Word bank</a></li> <li>• <a href="#">Visuals</a></li> <li>• Cloze sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Rubrics</li> <li>• <a href="#">Word bank</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Rubrics</li> <li>• Templates</li> <li>• <a href="#">Word bank</a></li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Rubrics</li> </ul>

## Grade 8 Unit 3 Speaking and Listening

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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 and leveled text to	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 using phrases in	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 authentic texts using	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 and some content	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 type with content



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

## Grade 8 Unit 3 Speaking and Listening

### Unit 3: SL.8.2 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> <li>○ Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Determine the purpose for presenting information in different media and formats.</li> <li>• Interpret the presenter’s purpose in conveying the information using selected media and format.</li> <li>• Analyze the impact that the use of the selected media and format has on the audience.</li> <li>• Evaluate the effectiveness of the presenter’s media and format choices.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Point of view, bias, misinformation, convince, allusions, motive</li> <li>• <b>LFC:</b> Superlatives, negatives, active and passive voice</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 8 Unit 3 Speaking and Listening

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.8.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Speak and listen to develop an understanding of the motive behind various forms of multimedia presentations in L1 and/or in a teacher led discussion using a single word or answering yes/no questions.	Speak and listen to develop an understanding of the motive behind various forms of multimedia presentations in L1 and/or in a teacher led discussion using phrases to complete sentence frames to answer questions.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations using simple related sentences with key content based vocabulary.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations using complete sentences with emerging complexity and some content based vocabulary.	Speak and listen to develop an understanding of and motive behind various forms of multimedia presentations using complete, detailed sentences of varying length and type with content based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Bilingual Dictionary</a></li> <li>• <a href="#">Gestures</a></li> <li>• Cloze Sentence</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• <a href="#">Video Clips</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Bilingual Dictionary</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• <a href="#">Video Clips/Films</a></li> <li>• <a href="#">Triads or Small Groups</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Bilingual Dictionary</a></li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• <a href="#">Video Clips/Films</a></li> <li>• <a href="#">Triads or Small Groups</a></li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• <a href="#">Video Clips/Films</a></li> <li>• <a href="#">Triads or Small Groups</a></li> </ul>

## Grade 8 Unit 3 Speaking and Listening

### Unit 3: SL.8.4 and WIDA Standards

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

## Grade 8 Unit 3 Speaking and Listening

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Checklist</a></li> <li>• <a href="#">Cornell Notes</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Word/Picture Bank</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Checklist</a></li> <li>• <a href="#">Cornell Notes</a></li> <li>• <a href="#">Sentence Starter</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Word/Picture Bank</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Checklist</a></li> <li>• <a href="#">Cornell Notes</a></li> <li>• <a href="#">Word/Picture Bank</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Checklist</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Checklist</a></li> </ul>

## Grade 8 Unit 3 Speaking and Listening

### Unit 3: SL.8.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.)</li><li>• WIDA ELD 1,2, 3, 4, 5<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Orally present information, using appropriate speech, in a variety of situations.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Academic, general, domain-specific, comprehension, expression</li><li>• <b>LFC:</b> Verb tenses in active/passive voices</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 8 Unit 3 Speaking and Listening

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Rubrics specific to task Reference sheet</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals/gestures</a></li> <li>• Cloze Sentence</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics specific to task Reference sheet</li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics specific to task Reference sheet</li> <li>• <a href="#">Word wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics specific to task</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics specific to task</li> </ul>

## Grade 8 Unit 3 Language

### Unit 3: L.8.1., L.8.1.C., and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.8.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>○ L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> </ul> </li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> <li>○ Reading</li> <li>○ Writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify a variety of verb voices and moods in reading.</li> <li>• Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Verbs, active/passive voice, indicative, imperative, interrogative, conditional, subjunctive, mood, effects</li> <li>• <b>LFC:</b> Verb tenses in indicative, imperative, interrogative, conditional, and subjunctive</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>



## Grade 8 Unit 3 Language

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.1, L.8.1.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Speak and write to produce and apply verbs in the indicative, imperative, interrogative by completing cloze sentences with Visuals.	Speak and write to produce and apply verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood by completing Sentence Frame with Visuals.	Speak and write to produce and apply verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in simple sentences.	Speak and write to produce and apply verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in expanded and some complex sentences.	Speak and write to produce and apply verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Reference sheet</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals/Gestures</a></li> <li>• Cloze Sentences</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reference sheet</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reference sheet</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reference sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 8 Unit 3 Language

### Unit 3: L.8.2, L.8.2.C, and WIDA Standards

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

## Grade 8 Unit 3 Language

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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.

	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
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Cloze sentences</li> <li>• <a href="#">Leveled written examples</a></li> <li>• Punctuation rules checklist</li> <li>• Capitalization reference sheet</li> <li>• <a href="#">Technology resources</a></li> <li>• <a href="#">Spelling rules chart</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Leveled written examples</a></li> <li>• Punctuation rules checklist</li> <li>• Capitalization reference sheet</li> <li>• <a href="#">Technology resources</a></li> <li>• <a href="#">Spelling rules chart</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Written examples</a></li> <li>• Template</li> <li>• Punctuation rules checklist</li> <li>• Capitalization reference sheet</li> <li>• <a href="#">Technology resources</a></li> <li>• <a href="#">Spelling rules chart</a></li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation rules checklist</li> <li>• Capitalization reference sheet</li> <li>• <a href="#">Technology resources</a></li> <li>• <a href="#">Spelling rules chart</a></li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation rules checklist</li> <li>• Capitalization reference sheet</li> <li>• <a href="#">Technology resources</a></li> <li>• <a href="#">Spelling rules chart</a></li> </ul>

## Grade 8 Unit 3 Language

### Unit 3: 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"> <li>• 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"> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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).</li> </ul> </li> <li>○</li> <li>• WIDA ELD 1, 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word.</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses.</li> <li>• Consult printed and digital reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Multiple meaning words / phrases, context, context clues, synonyms, antonyms, parts of speech, locate</li> <li>• <b>LFC:</b> Word functions, positions, and meanings, genre</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>○ Listening</li><li>○ Reading</li></ul>		

## Grade 8 Unit 3 Language

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Technology</a> support</li> <li>• Leveled text</li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Leveled Text</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Cognates</a></li> <li>• Reciprocal teaching group</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology</a> support</li> <li>• <a href="#">Cognates</a></li> <li>• Reciprocal teaching group</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology</a> support</li> <li>• Reciprocal teaching group</li> </ul>

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"> <li>• <a href="#">Cognates</a></li> <li>• Reference sheet on context clues</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Cognates</a></li> <li>• Reference sheet on context clues</li> </ul>	<ul style="list-style-type: none"> <li>• Reference sheet on context clues</li> </ul>	<ul style="list-style-type: none"> <li>• Reference sheet on context clues</li> </ul>	



## Grade 8 Unit 3 Language

### Unit 3: L.8.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li> <li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Reading</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Understand and apply conversational, academic, and domain specific vocabulary.</li><li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Academic, general, domain-specific, monitor understanding</li><li>• <b>LFC:</b> Subject verb agreement, embedded clauses</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 8 Unit 3 Language

### Unit 3: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• Cloze sentences</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials</li> </ul>