

Grade 8 ELA Curricular Frameworks with ELL Scaffolds

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: RL.8.1, RI.8.1, and WIDA Standards

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

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		<ul style="list-style-type: none"> • Use evidence from the text to make and check predictions when reading • Read and analyze a variety of literary genres and informational texts. • Probe a segment of text to study and evaluate its multiple, deeper, and varied meanings. • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. • Refer to the text for support when analyzing and drawing inferences. 	

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: 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.	Cite explicit textual and inferential evidence from poetic prose, personal narratives and informational text in L1 and/or by matching simple sentences and phrase citations from leveled text to visual representations of the text.	Cite explicit textual and inferential evidence from poetic prose, personal narratives and informational text in English by matching simple sentence citations to visual representations.	Cite explicit textual and inferential evidence from poetic prose, personal narratives and informational text using simple, related sentences and key, content-based vocabulary.	Cite explicit textual and 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.	Cite explicit textual and inferential evidence from poetic prose, personal narratives and informational text in grade level texts. Use precise, content-based vocabulary in multiple, complex sentences with a variety of structures.
Supports	<ul style="list-style-type: none"> • Study guide • Think-pair-share (Partner Work) • Word Wall • Visuals • L1 support 	<ul style="list-style-type: none"> • Study guide • Think-pair-share (Partner Work) • Word wall • Visuals • L1 support 	<ul style="list-style-type: none"> • Study guide • Think-pair-share (Partner Work) 	<ul style="list-style-type: none"> • Study guide 	<ul style="list-style-type: none"> • Study guide

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: RL.8.2, RI.8.2 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • WIDA ELD 1, 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • WIDA ELD 3, 4 or 5 depending on context <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence. • Analyze the development of the theme or central idea over the course of the fictional or informational text. • Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts. • Summarize the text objectively, capturing the main ideas. 	<ul style="list-style-type: none"> • VU: Central /main, theme/idea, details, analyze/analysis, summarize, objective(ly), subjective(ly) • LFC Compound and complex sentences, sequencing, parallel structure of verb forms, adverbs of time, conjunctions • LC: Varies by ELP levels

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: 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
Outcomes and Scaffolds	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.
Supports	<ul style="list-style-type: none"> Completed story map Leveled text 	<ul style="list-style-type: none"> Story map/Graphic organizer Sentence Citations 	<ul style="list-style-type: none"> Story map/Graphic organizer Adapted text 	<ul style="list-style-type: none"> Story map Graphic organizer 	<ul style="list-style-type: none"> Story map Graphic organizer

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

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: RL.8.4, RI.8.4 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • 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. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical). • Provide an analysis of the impact of specific word choice on meaning and/or tone. • Identify analogies and allusions. • Analyze why the author chose to include specific word choice, including analogies or allusions. • Analyze how specific word choice, including analogies and allusions, impacts the reader. • Evaluate the effectiveness of the author’s choice to use specific word choice. 	<ul style="list-style-type: none"> • VU: Personification, literary terms, such as similes, metaphors, hyperboles, mood, figurative, connotative, meanings, word choice, meaning(s), tone, analogies, allusions • LFC: Word choice, part of speech and meaning changes meaning • LC: Varies by ELP levels

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.4, RI.8.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	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 in a leveled poetic prose, personal narrative and informational text 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 and /or meaning as they are used in a leveled poetic prose, personal narrative and informational text including figurative, connotative and technical meanings.	Analyze and determine the meaning of words and phrases and analyze the impact of word choices on meaning and tone as they are used in poetic prose, personal narrative and informational text including figurative, connotative and technical meanings 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 in poetic prose, personal narrative and informational text using some complex sentences with a variety of structures and content vocabulary.	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 in poetic prose, personal narratives and informational text using multiple, complex sentences with a variety of structures and precise vocabulary.
Supports	<ul style="list-style-type: none"> • Online Resources • Word Wall • Gestures • L1 support • Visuals 	<ul style="list-style-type: none"> • Online Resources • Visuals • Sentence Frames • L1 support 	<ul style="list-style-type: none"> • Online Resources • Idiom dictionaries 	<ul style="list-style-type: none"> • Online Resources • Idiom dictionaries 	<ul style="list-style-type: none"> • Online Resources • Idiom dictionaries

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: RL.8.5, RI.8.5 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • 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. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of sentences, to develop and to refine a key concept. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<p>RL.8.5:</p> <ul style="list-style-type: none"> • 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. • 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. • Determine why the author chose a particular structure • Analyze the impact that the structure choice has on the reader. • Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept. 	<ul style="list-style-type: none"> • VU: Poetic prose, personal narrative, structure, differ, meaning, style, detail, specific, paragraph, sentence, context, tone, formal, informal, concept • LFC: Compound and complex sentences, past tense verbs, gerunds and infinitives, prepositions • LC: Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		<p>RI.8.5:</p> <ul style="list-style-type: none"> • Compare and contrast the structure of two or more texts. • Provide an analysis of how the differing structure of each text contributes to its meaning and style. • Determine why each author chose their particular structure to contribute to the meaning and style of the text. • Analyze the impact that the structure choice has on the reader. • Make a judgment about which text structure more effectively contributes to the meaning and style of the text. 	

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.5, RI.8.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read to compare and contrast the structure of prose and narrative texts. Read to analyze sentence and paragraph structure(s) to support a key idea in L1 and/or identify sentence structure to support a key idea by matching Sentence Citations to visual representations in L1 and/or leveled prose and narrative texts using selected words in phrase patterns.	Read to compare and contrast the structure of prose and narrative texts in L1 and/or leveled prose and narrative texts using Visuals and selected vocabulary in phrases and short sentences.	Read to compare and contrast the structure of adapted prose and narrative texts to analyze how they differ in meaning and style using key vocabulary in a series of simple, related sentences.	Read to compare and contrast the structure of prose and narrative texts within the grade-level band to analyze how they differ in meaning and style using key vocabulary in expanded and some complex sentences.	Read to compare and contrast the structure of grade level prose and narrative texts to analyze how they differ using precise vocabulary in complete, detailed sentences of varying lengths and types.

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<p>Read to analyze sentence and paragraph structure(s) to support a key idea in L1 and/or read a paragraph identify sentence structure to support a key idea by matching Sentence Citations to visual representations.</p>	<p>Read to analyze sentence and paragraph structure(s) to support a key idea in L1 and/or read a paragraph identify sentence structure to support a key idea by matching Sentence Citations to visual representations.</p>	<p>Read to analyze sentence and paragraph structure(s) to support a key idea using key vocabulary in a series of simple, related sentences.</p>	<p>Read to analyze sentence and paragraph structure(s) to support a key idea using key vocabulary in expanded and some complex sentences.</p>	<p>Read to analyze sentence and paragraph structure(s) to support a key idea using precise vocabulary in multiple, complex sentences.</p>
Supports	<ul style="list-style-type: none"> • T-Charts / Venn Diagram (partially completed) • Word/Picture Wall • Visuals • Gestures • L1 support • Completed Graphic Organizers • Phrase Citations • Teacher Support 	<ul style="list-style-type: none"> • T-Charts / Venn Diagram (partially completed) • Word/Picture Wall • Visuals • Sentence Frame • L1 support • Partially completed Graphic Organizers • Sentence Citations • Teacher support 	<ul style="list-style-type: none"> • T-Charts / Venn Diagram (partially completed) • Word Wall • Completed Graphic Organizers • Partner work 	<ul style="list-style-type: none"> • T-Charts / Venn Diagram • Completed Graphic Organizers • Partner work 	<ul style="list-style-type: none"> • T-Charts / Venn Diagram • Graphic Organizers

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: RL.8.6, RI.8.6 and WIDA Standards

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

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.6 and RI.8.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify how characters' points of view connect to the creation of suspense or humor in L1 and/or state characters' points of view and match pictures/scenes with key phrases and 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.
Supports	<ul style="list-style-type: none"> • Anticipation guide • Word bank • L1 support • Graphic organizer • Phrase citations 	<ul style="list-style-type: none"> • Anticipation guide • Word bank • Visuals • L1 support • Graphic organizer 	<ul style="list-style-type: none"> • Anticipation guide • Word bank • Graphic organizer 	<ul style="list-style-type: none"> • Anticipation guide • Graphic organizer 	<ul style="list-style-type: none"> • Anticipation guide • Graphic organizer

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

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: RL.8.10, RI.8.10 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.8.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Determine difficulties in comprehending and making meaning. • Apply appropriate strategies to increase comprehension when encountering difficult text. • Encounter appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge needed for success in school and life. • Encounter the text with minimal clarifications. • Discern more from and make fuller use of text. • Make an increasing number of connections among ideas and between texts. 	<ul style="list-style-type: none"> • VU: Literature, comprehension, proficient(ly), independent(ly); content-based, grade-level vocabulary • LFC: Content-related vocabulary and sentence structures • LC: Varies by ELP levels

Grade 8 Unit 4 Reading Literature and Reading Informational

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.8.10 and RI.8.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read to comprehend literature and literary nonfiction proficiently and independently in L1 and/or read excerpts from grade-level text using selected words in key phrase patterns or by matching Visuals to key words, phrases, and simple sentences in the text and using selected vocabulary to answer Choice questions.	Read to comprehend literature and literary nonfiction proficiently and independently in L1 and/or read excerpts from grade-level text using selected vocabulary in key phrases, and simple sentences and by matching Visuals to key phrases, and using selected vocabulary to answer wh- questions.	Read to comprehend adapted literature proficiently and independently using key vocabulary in a series of simple, related sentences.	Read to comprehend literature within grade-level band proficiently and independently using key vocabulary in expanded sentences with emerging complexity.	Read to comprehend grade level literature proficiently and independently using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Study guide (completed) • Word/Picture Wall • Visuals • Native Language Texts • L1 support • Mark the Text 	<ul style="list-style-type: none"> • Study guide (partially completed) • Word/Picture Wall • Visuals • Native Language Texts • L1 support 	<ul style="list-style-type: none"> • Study guide (partially completed) • completed) • Mark the Text 	<ul style="list-style-type: none"> • Study guide (completed) • Mark the Text 	<ul style="list-style-type: none"> • Study guide • Mark the Text

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

Grade 8 Unit 4 Writing

Unit 4: W.8.2, W.8.2.A, W.8.2.B, W.8.2.C, W.8.2.D, W.8.2.E, W.8.2.F and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ○ W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). ○ W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ○ W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ○ W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<ul style="list-style-type: none"> • Focus writing on thoroughly describing or explaining a topic. • Identify the defining elements of this specific writing genre. • Explore topics from their content area classes. • Write an introduction that clearly outlines ideas to follow. • Organize ideas and information using text structures and text features. • Write a thesis statement. • Select facts, definitions, concrete details, quotations, or other information and examples. • Use transitional words and phrases. • Choose specific vocabulary and language. • Develop and use a consistent style, approach and form for the task. • Write a conclusion to close the ideas in the text. • Create language that is appropriate to one's audience and a formal tone. 	<ul style="list-style-type: none"> • VU: Informative, explanatory, introduction, relevant, develop, topic, relevant, citations, multimedia, conclude/conclusion, formal vs. informal • LFC: Sentences that refer to text using embedded clauses, subject-verb agreement, relative clauses, subjunctive complements, “if” – clauses, sequence/ transition words, prepositional phrases, pronouns, adverbs of time, • LC: Varies by ELP levels

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> ○ W.8.2.E. Establish and maintain a formal style. ○ W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented. ● WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening 		

Grade 8 Unit 4 Writing

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.2, W.8.2.A, W.8.2.B, W.8.2.C, W.8.2.D, W.8.2.E, W.8.2.F)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Develop an explanatory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia in L1 and/or use or match to pictures, key content-based single words or drawings or cloze sentences that represent central ideas.	Develop an explanatory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia using in L1 and/or use key content-based phrases that represent central ideas in formulaic patterns.	Develop an exploratory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia using simple sentences that represent multiple, related ideas with repetitive structures and key, content-based vocabulary.	Develop an exploratory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Develop an explanatory topic with an organized introduction that identifies relevant content with important facts, quotations, and examples as well as a conclusion with formatting, graphics, and multimedia using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Teacher model • L1 support • Word bank 	<ul style="list-style-type: none"> • Teacher model • L1 support • Word bank 	<ul style="list-style-type: none"> • Composition template • Word bank 	<ul style="list-style-type: none"> • Semantic web • Technological resources 	<ul style="list-style-type: none"> • Technological resources

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> • Reference materials • Semantic web • Technological resources 	<ul style="list-style-type: none"> • Reference materials • Semantic web • Technological resources 	<ul style="list-style-type: none"> • Reference materials • Semantic web • Technological resources 		

Grade 8 Unit 4 Writing

Unit 4: W.8.4 and WIDA Standards

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

Grade 8 Unit 4 Writing

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or use a graphic organizer to complete cloze sentences with key content based vocabulary.	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete a graphic organizer with phrase and key content based vocabulary.	Write a composition appropriate to task, purpose and audience using appropriate register in simple sentences with key content based vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete sentences of emerging complexity with some content based vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete detailed sentences of varying length and type with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Writing diamond (completed) • Bilingual Dictionary • Visuals • Word Wall • L1 support 	<ul style="list-style-type: none"> • Writing diamond (partially completed) • Bilingual Dictionary • Visuals • Word Wall • L1 support 	<ul style="list-style-type: none"> • Writing diamond (partially completed) • Bilingual Dictionary • Word Wall 	<ul style="list-style-type: none"> • Writing diamond 	<ul style="list-style-type: none"> • None

Grade 8 Unit 4 Writing

Unit 4: W.8.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Revise and edit intentionally to improve writing.• Generate ideas to develop topic.• Revise writing with a partner or self-editing checklists.• View writing from the vantage point of the audience to determine the effectiveness of their words, organization, etc.	<ul style="list-style-type: none">• VU: Revise, edit, publish• LFC: Verb forms, subject-verb agreement• LC: Varies by ELP levels

Grade 8 Unit 4 Writing

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in simple sentences with key content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete sentences with emerging complexity and some content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete detailed sentences of varying length and type with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Teacher feedback • Technology support • Template • Word Wall • Visuals • storyboard • L1 support 	<ul style="list-style-type: none"> • Teacher feedback • Technology support Template • Word Wall • Visuals • storyboard • L1 support 	<ul style="list-style-type: none"> • Partner Work • Technology support • Storyboard 	<ul style="list-style-type: none"> • Storyboard • Partner Work 	<ul style="list-style-type: none"> • Storyboard

Grade 8 Unit 4 Writing

Unit 4: W.8.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. • WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Use technological resources to enhance writing.• Use technology to broaden research base.• Use evidence found online to support ideas.• Give and receive feedback using technology.• Seek out authentic publishing opportunities.	<ul style="list-style-type: none">• VU: Search engines, authentic information, plagiarism/ reference, font, size• LFC: Document format as per MLA and APA documentation guidelines• LC: Varies by ELP levels

Grade 8 Unit 4 Writing

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or complete cloze sentences or captions for drawings with words and key content based vocabulary	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using L1 and/or complete sentence frames or captions for drawing with phrases and key content based vocabulary	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using simple sentences with key content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete sentences of emerging complexity with some content based vocabulary.	Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete detailed sentences of varying length and type with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Teacher feedback • Technology support • Template • Word Wall • Visuals • storyboard • Cloze sentences • L1 support 	<ul style="list-style-type: none"> • Teacher feedback • Technology support • Template • Word Wall • Visuals • storyboard • Sentence Frames • L1 support 	<ul style="list-style-type: none"> • Partner Work • Technology support • Template • Word Wall 	<ul style="list-style-type: none"> • Publishing checklist • Partner Work 	<ul style="list-style-type: none"> • Publishing checklist

Grade 8 Unit 4 Writing

Unit 4: W.8.7 and WIDA Standards

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

Grade 8 Unit 4 Writing

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.7)

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

Grade 8 Unit 4 Writing

Unit 4: W.8.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Use search terms effectively.• Write a clear thesis statement.• Draw evidence from multiple texts to support thesis.• Assess the credibility and accuracy of each source.• Select direct and indirect quotations that relate to the topic as evidence.• Follow MLA guidelines to cite direct and indirect quotations.• Identify examples of plagiarism in writing.• Avoid plagiarism in writing.	<ul style="list-style-type: none">• VU: Quote, paraphrase, source, search terms, credibility, accuracy, data, conclusions, digital, citations, plagiarism• LFC: Using search engines and databases, mastery of Microsoft Word, Office, Publisher, document skills, sequence and transition words, format as per MLA documentation guidelines• LC: Varies by ELP levels

Grade 8 Unit 4 Writing

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.8)

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

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

Grade 8 Unit 4 Writing

Unit 4: W.8.9, W.8.9.A, W.8.9.B and WIDA Standards

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

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

Grade 8 Unit 4 Writing

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.9, W.8.9.A, W.8.9.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with single words and pictures that represent key ideas using phrase patterns and general, content-related vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and/or with phrases and pictures and short sentences that represent key ideas using formulaic sentence patterns and general, content vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection by producing simple sentences that represent multiple-related ideas using repetitive structures and key, content vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from poetic prose and personal narratives by producing expanded and some complex structures with a variety of grammatical structures and content vocabulary.	Write to 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.
Supports	<ul style="list-style-type: none"> • Graphic organizer • Word Wall • Technology support • Word Wall • Visuals • Cloze sentences • L1 support 	<ul style="list-style-type: none"> • Graphic organizer • Word Wall • Technology support • Visuals • Sentence Frames • L1 support • Mark the text 	<ul style="list-style-type: none"> • Graphic organizer • Template • Word Wall • Technology support • Mark the text • Online resources 	<ul style="list-style-type: none"> • Graphic organizer • Story Map • Mark the text • Online resources • Technology support 	<ul style="list-style-type: none"> • Mark the text • Online resources • Technology support

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> • Mark the text • Online resources 	<ul style="list-style-type: none"> • Online resources 			

Grade 8 Unit 4 Writing

Unit 4: W.8.10 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.). • Produce written reflections. • Explain stylistic choices made while writing. 	<ul style="list-style-type: none"> • VU: Personal narrative, journal entry, purpose • LFC: Different structures for different registers and genres • LC: Varies by ELP levels

Grade 8 Unit 4 Writing

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.8.10)

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

Grade 8 Unit 4 Speaking and Listening

Unit 4: SL.8.1, SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.1.D and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ○ SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ○ SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ○ SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or 	<ul style="list-style-type: none"> • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed 	<ul style="list-style-type: none"> • VU: Formal, informal, ideas, elaborate, cite, evidence, probe, checklist, speaking rubric, extend, summarize, point of view • LFC: First person phrases, contrastive transitions, prosodic features (e.g., stress, tone, voice) • LC: Varies by ELP level

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

Grade 8 Unit 4 Speaking and Listening

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.8.1, SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.1.D)

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

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	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.	and some content based vocabulary.	type with content based vocabulary.
Supports	<ul style="list-style-type: none"> • Graphic Organizer • Word Wall • Visuals • Sentence Frames • L1 support • Cornell notes (completed) • Teacher modeled techniques • Strategies to participate in academic discussions • Checklist • Speaking protocol (memorized expressions) 	<ul style="list-style-type: none"> • Graphic Organizer • Word Wall • Visuals • Sentence Frames • L1 support • Cornell notes (completed) • Teacher modeled techniques • Triads or Small Groups • Strategies to participate in academic discussions • Checklist • Speaking protocol 	<ul style="list-style-type: none"> • Graphic Organizer • Word Wall • Cornell note-taking • Strategies to participate in academic discussions • Checklist • Speaking protocol 	<ul style="list-style-type: none"> • Cornell note-taking • Strategies to participate in academic discussions • Checklist • Speaking protocol 	<ul style="list-style-type: none"> • Cornell note-taking • Strategies to participate in academic discussions • Checklist • Speaking protocol

Grade 8 Unit 4 Speaking and Listening

Unit 4: SL.8.4 and WIDA Standards

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

Grade 8 Unit 4 Speaking and Listening

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.8.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest in L1 and/or use Visuals and selected vocabulary in key phrases in teacher-led discussions.	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest in L1 and/or use Visuals and selected vocabulary in key phrases.	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest 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 using key vocabulary in expanded and some complex sentences.	Speak and listen to present claims and findings with appropriate eye contact, volume, and interest using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Checklist • Cornell Notes (completed) • Pictures/Photographs • Word/Picture Wall • L1 support 	<ul style="list-style-type: none"> • Checklist • Cornell Notes (partially completed) • Sentence Starter • Pictures/Photographs • Word/Picture Wall • L1 support 	<ul style="list-style-type: none"> • Checklist • Cornell Notes • Word Wall 	<ul style="list-style-type: none"> • Cornell Notes 	<ul style="list-style-type: none"> • Cornell Notes

Grade 8 Unit 4 Speaking and Listening

Unit 4: SL.8.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)• WIDA ELD 1,2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening	<ul style="list-style-type: none">• Orally present information, using appropriate speech, in a variety of situations.	<ul style="list-style-type: none">• VU: Academic, general, domain-specific, comprehension, expression• LFC: Verb tenses in active/passive voices• LC: Varies by ELP levels

Grade 8 Unit 4 Speaking and Listening

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.8.6)

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

Grade 8 Unit 4 Language

Unit 4: L.8.1, L.8.1.A, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> ○ L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in sentences. • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Reading ○ Writing 	<ul style="list-style-type: none"> • Identify verbals (gerunds, participles, infinitives) in writing. • Explain the function of verbals in general. • Explain the function of verbals in sentences. 	<ul style="list-style-type: none"> • VU: Parts of speech, gerunds, participles, infinitives, • LFC: Verbals, infinitives, gerunds, participles • LC: Varies by ELP levels

Grade 8 Unit 4 Language

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.1, L.8.1.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Speak and write to develop an understanding of the conventions of standard English formation and usage of gerunds, participles, and/or infinitives by producing single words that represent key ideas using phrase patterns and general, content related vocabulary.	Speak and write to develop an understanding of the conventions of standard English formation and usage of gerunds, participles, and / or infinitives by producing phrases and /or short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Speak and write to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Speak and write to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) by producing expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Speak and write to demonstrate command of the conventions of standard English grammar and usage of verbals (gerunds, participles, infinitives) by producing clear and coherent speech using multiple, complex sentences in a variety of grammatical structures and precise, content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Graphic Organizer • Word Wall • Reference sheet • Gestures • Cloze sentences • L1 support 	<ul style="list-style-type: none"> • Graphic Organizer • Word Wall • Reference sheet • Visuals • Sentence Frames • L1 support 	<ul style="list-style-type: none"> • Graphic Organizer • Word Wall • Reference sheet 	<ul style="list-style-type: none"> • Graphic Organizer 	<ul style="list-style-type: none"> • None

Grade 8 Unit 4 Language

Unit 4: 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">• L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ L.8.2.C. Spell correctly.• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Reading	<ul style="list-style-type: none">• Apply common rules and patterns to spell words correctly.	<ul style="list-style-type: none">• VU: Conventions, standard English, capitalization, punctuation: comma, ellipsis, dash; pause, break, spelling rules and patterns• LFC: Capitalization rules, spelling rules• LC: Varies by ELP levels

Grade 8 Unit 4 Language

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.2, L.8.2.C)

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

Grade 8 Unit 4 Language

Unit 4: L.8.4, L.8.4.A, L.8.4.C, L.8.4.D, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ○ L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ○ L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking 	<ul style="list-style-type: none"> • Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases. • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word. • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech. • Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses. • Consult reference materials that are both printed and digital. 	<ul style="list-style-type: none"> • VU: Multiple meaning words / phrases, context, context clues, synonyms, antonyms, parts of speech, locate • LFC: Word functions, positions, and meanings, genre • LC: Varies by ELP levels

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

Grade 8 Unit 4 Language

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.4, L.8.4.A, L.8.4.C, L.8.4.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify and define the meaning of unknown and multiple-meaning teacher selected words and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of key content based words utilizing technology. Use context clues to comprehend unfamiliar, high frequency vocabulary within a leveled text.	Identify and define the meaning of unknown and multiple-meaning teacher selected words, phrases, and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of key content based words utilizing technology. Use context clues to comprehend unfamiliar, general content vocabulary within a leveled text.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of key content based words in context from adapted grade level text. Use context clues to comprehend unfamiliar, content-related vocabulary within a leveled text.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of words in context from grade level text. Use context clues to comprehend unfamiliar vocabulary within a grade 7-8 text complexity level.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of words in context from grade level text utilizing technology. Use context clues to comprehend unfamiliar grade level vocabulary
Supports	<ul style="list-style-type: none"> • Technology support • Pictures 	<ul style="list-style-type: none"> • Technology support • Pictures 	<ul style="list-style-type: none"> • Technology support • Cognates 	<ul style="list-style-type: none"> • Technology support 	<ul style="list-style-type: none"> • Technology support

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	<ul style="list-style-type: none"> • L1 support • Cognates • Reference sheet on context clues 	<ul style="list-style-type: none"> • L1 support • Cognates • Reference sheet on context clues 	<ul style="list-style-type: none"> • Reciprocal teaching group • Reference sheet on context clues 	<ul style="list-style-type: none"> • Reciprocal teaching group • Reference sheet on context clues 	<ul style="list-style-type: none"> • Reciprocal teaching group • Reference sheet on context clues

Grade 8 Unit 4 Language

Unit 4: L.8.6 and WIDA Standards

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

Grade 8 Unit 4 Language

Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.8.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read, write, speak, and listen to speak and write to apply grade-appropriate general, academic and key domain-specific single words to complete cloze sentences 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 by using vocabulary to complete sentence frames	Read, write, speak and listen to speak and write with 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 general, academic and domain-specific words and phrases to produce expanded and some complex sentences to represent organized ideas.	Read, write, speak and listen to speak and write with grade-appropriate general, academic and domain-specific words and phrases to produce clear and coherent writing / speech using multiple, complex sentences to represent organized ideas.
Supports	<ul style="list-style-type: none"> • Reference materials (digital and books) • Cloze sentences • Visuals • L1 support • Teacher selected words 	<ul style="list-style-type: none"> • Reference materials (digital and books) • Sentence Frames • Visuals • L1 support • Teacher selected words 	<ul style="list-style-type: none"> • Reference materials (digital and books) 	<ul style="list-style-type: none"> • Reference materials (digital and books) 	<ul style="list-style-type: none"> • Reference materials (digital and books)