Grade 7 ELA Curricular Frameworks with ELL Scaffolds

Grade 7 Unit 2 Reading Literature and Reading Informational
Unit 2: RL.7.1, RI.7.1, and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
 	
• WIDA ELD 2
  ○ Reading
  ○ Speaking
  ○ Listening
	• RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
	
	• WIDA ELD 3, 4 or 5 depending on context
	  ○ Reading
	  ○ Speaking
	  ○ Listening
		• Paraphrase evidence from text.
		• Correctly cite evidence.
		• Closely read the text (questioning, determining importance to extract quality evidence to support a claim.
		• Use evidence from the text to make and check predictions as you read.
		• Make personal connections, connections to other texts, and/or global connections, when relevant.
		• Gather evidence from the text to support inferences or explicit meaning.
		• Read and analyze a variety of literary genres and informational text.
			• **VU**: Paraphrase, cite
			• **LFC:** Sentences that use clauses that connect to self, other texts, the world
			• **LC:** Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		• Probe a segment of text to study and evaluate its multiple, deeper, and varied meanings. • Combine text information and prior knowledge to create new information in the form of inferences. • Refer to the text for support when analyzing and drawing inferences.	

Grade 7 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.7.1 and RI.7.1)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read to cite the textual evidence and make relevant connections from short stories and informational texts in L1 and/or match phrase citations from appropriately leveled text to visual representations.	Read to cite the textual evidence and make relevant connections from short stories and informational texts in L1 and/or match sentence citations from appropriately leveled text to visual representations.	Read to cite the textual evidence and make relevant connections from short stories and informational texts which use simple related sentences and key content vocabulary.	Read to cite the textual evidence and make relevant connections from short stories and informational texts. Use some content based vocabulary in complete sentences with emerging complexity.	Read to cite the textual evidence and make relevant connections from grade level short stories and informational texts. Use content based vocabulary in detailed sentences of varying length and complexity.
Supports	• Outline (completed) • Think-pair-share (Partner Work) • Word Wall • Visuals • L1 support • Phrase citations • Graphic Organizer	• Outline (partially completed) • Think-pair-share (Partner Work) • Visuals • L1 support • Sentence citations • Graphic Organizer	• Outline • Think-pair-share (Partner Work) • Graphic Organizer	• Outline • Think-pair-share (Partner Work)	• Think-pair-share (Partner Work)

Grade 7 Unit 2 Reading Literature and Reading Informational
Unit 2: RL.7.2, RI.7.2 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• RL.7.2.Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
 	
• WIDA ELD 2
  o Reading
  o Speaking
  o Listening
	• RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
	
	• WIDA ELD 3, 4, 5
	  o Reading
	  o Speaking
	  o Listening
		• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.
		• Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text.
		• Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text.
		• Evaluate recurring ideas and changes in the characters and plot over the course of the text.
		• Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text.
			• **VU**: Phrases: (on page __, in other words), logical connectors, main idea, supporting details
			• **LFC**: Adverbs, compound and complex sentences using relative clauses, e.g., who, that which
			• **LC**: Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		• Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events. • Identify and use knowledge of common graphic features to help determine two or more central idea of a text. • Summarize the text objectively, capturing the main ideas. • Distinguish between essential and nonessential details of a text to create an objective summary of the text.	

Grade 7 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.7.2, RI.7.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. in L1. And/or read to identity the theme of an appropriately leveled text locating the central idea from a list of single words and pictures.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text in L1. And/or read to identity the theme of an appropriately leveled text locating the central idea from a list of short phrases.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Use key content based vocabulary in simple sentences.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Use complete sentences of emerging complexity with some content based vocabulary.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Supports	- Graphic organizer - Word bank - List of single words - Visuals - L1 support	- Graphic organizer - Word bank - List of phrases - Visuals - L1 support	- Graphic organizer - Word bank	Graphic organizer	Graphic organizer

Grade 7 Unit 2 Reading Informational

Unit 2: RI.7.3 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
• None	• RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	• Use a note taking structure to track key individuals, events, and/or ideas in informational text. • Explain the relationships between individuals, events, and ideas in a text • Reflect on how historical figures influenced ideas or events of the time and vice versa. • Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way. • Analyze the impact of the interaction between ideas, individuals, and events on the reader. • Analyze the effectiveness of the interaction between ideas, individuals, and	• **VU**: influence, events, challenges • **LFC:** Sentence structure, adjectives, sequential phrases • **LC:** Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		events in communicating the author's central idea.	

Grade 7 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.7.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching phrase citations from a leveled text to visual representations.	Read and analyze how a key individual, event, or idea is developed from an informational text in L1 and/or by matching sentence citations from leveled texts to visual representations of text.	Read and analyze how a key individual, event, or idea is developed from an adapted informational text. Use key content-based vocabulary in simple, related sentences.	Read and analyze how a key individual, event, or idea is developed from informational text within the grades 6-7 complexity level. Use complete sentences of varying lengths and emerging complexity with content-based vocabulary.	Read and analyze how a key individual, event, or idea is developed from grade-level text. Use detailed sentences of varying lengths and complexity with content-based vocabulary.
Supports	- Mark text - Leveled text - Cornell note taking sheet - L1 support - Phrase citations - Pictures of text - Partner - Word/picture wall	- Mark text - Leveled text - Cornell note taking sheet - L1 support - Sentence citations - Pictures of text - Partner - Word/picture wall	- Mark text - Leveled text - Cornell note taking sheet - Partner - Word wall	- Mark text - Text within the grades 6=7 complexity level - Cornell note taking sheet	Cornell note taking sheet

Grade 7 Unit 2 Reading Informational

Unit 2: RI.7.4 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• None	• RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
	
	• WIDA ELD 3, 4, or 5
	  o Reading
	  o Speaking
	  o Listening
		• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
		• Analyze the impact of specific word choice on meaning and/or tone
		• Analyze why the author used a specific word choice or sound device
		• Analyze the impact of a word choice or sound device on the reader
		• Evaluate the effectiveness of the author's word choice or sound device
			• **VU**: Figurative, impact
			• **LFC:** Sentences with figurative, connotative and technical language
			• **LC:** Varies by ELP levels

Grade 7 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.7.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read to determine the figurative, connotative and technical meanings of words and phrases from informational text in L1 and/or match single words to visual representations of leveled texts.	Read to determine the figurative, connotative and technical meanings of words and phrases from informational text in L1 and/or match phrases from leveled text to visual representations of texts.	Read to determine the figurative, connotative and technical meaning of words and phrases from an informational text using key content based vocabulary in simple, related sentences.	Read to determine the figurative, connotative and technical meaning of words and phrases from informational text using complete sentences of varying lengths and emerging complexity with content-based vocabulary.	Read to determine the figurative, connotative and technical meanings of words and phrases from informational text using detailed sentences of varying lengths and complexity with content-based vocabulary.
Supports	• Reference materials • Highlight text • L1 support • Word/picture wall • Leveled text	• Reference materials • Highlight text • L1 support • Word/picture wall • Leveled text	• Reference materials • Highlight text • Leveled text • Word wall	• Reference materials • Highlight text • Text within the grades 6-7 complexity level	• Reference materials

Grade 7 Unit 2 Reading Informational

Unit 2: RI.7.5 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• None	• RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
	
	• WIDA ELD 3, 4, 5
	  o Reading
	  o Speaking
	  o Listening
		• Describe the structure used to organize a nonfiction text.
		• Explain how text structure impacts overall meaning of text.
		• Identify how the differing form or structure of a text contributes to its meaning.
		• Analyze how parts of a text contribute to meaning.
		• Explain why the author chose a specific form or structure.
		• Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?).
		• Evaluate the effectiveness of the chosen form or structure.
			• **VU**: Theme, literary analysis, structure
			• **LFC:** Subject verb agreement, complex sentences with various verb forms
			• **LC:** Varies by ELP levels

Grade 7 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.7.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read an informational text to analyze the structure an author uses to organize a text, including the development of the ideas in L1 and/or using pictures or high-frequency, content-related single words.	Read an informational text to analyze the structure an author uses to organize a text, including the development of the ideas in L1 and/or using general, content-based vocabulary in phrases.	Read an adapted informational text to analyze the structure an author uses to organize a text, including the development of the ideas and a graphic organizer using simple sentences.	Read an informational text (grades 6-7 text complexity level) to analyze the structure an author uses to organize a text, including the development of the ideas using complex sentences.	Read an informational text and analyze the structure an author uses to organize a text, including the development of the ideas using multiple, complex sentences.
Supports	- L1 support - Leveled text - Visually supported text - Outline (completed) - Word/picture bank - Cloze sentences	- L1 support - Leveled text - Visually supported text - Outline (partial) - Word/picture bank - Sentence frames	- Leveled text - Outline - Highlight text	- Outline - Highlight text	Highlight text

Grade 7 Unit 2 Reading Literature and Reading Informational
Unit 2: RL.7.6, RI.7.6 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
 	
• WIDA ELD 2
   o Reading
   o Speaking
   o Listening
	• RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	
	• WIDA ELD 2
	   o Reading
	   o Speaking
	   o Listening
		RL.7.6:
		• Identify the viewpoints of characters in a text.
		• Compare and contrast the characters' points-of-view.
		• Trace how the author created and conveyed the similar and/or dissimilar characters.
		• Analyze the impact of the author's point of view choices on the reader.
		• Evaluate the effectiveness of the author's point of view choices.
		RI.7.6:
		• Identify the author's point of view.
		• Explain the techniques the author uses to distinguish his/her point of view from others.
		• Evaluate the effectiveness of the techniques the author uses to distinguish
			• **VU**: Point of view, narrator, purpose
			• **LFC:** Adverbs of manner, adjectives, declarative sentences
			• **LC:** Varies by ELP levels

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

Grade 7 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RL.7.6 and RI.7.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read literature as well as informational text to orally explain how an author develops the point of view of the narrator or speaker in a text through tone and actions in L1 and/or answer yes/no or either/or questions or match single words with visuals.	Read literature as well as informational text to orally explain how an author develops the point of view of the narrator through tone and actions in L1 and/or answer wh-questions with short phrases and/or match sentence strips with point of view.	Read adapted literature as well as informational text to orally explain how an author develops the point of view of the narrator through tone and actions. Use key content based vocabulary in simple, related sentences.	Read literature and informational text to orally explain how an author develops the point of view of the narrator through tone and actions. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary.	Read literature as well as informational text to orally explain how an author develops the point of view of the narrator in a through tone of words and his actions. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Supports	- Mind Mirror - Graphic Organizer (completed) - Word Wall - L1 support - Choice questions - Visuals	- Mind Mirror - Graphic Organizer (partial) - Word Wall - L1 support - Wh-questions - Sentence Frames	- Mind Mirror - Graphic Organizer (guided) - Word Wall	- Mind Mirror - Graphic Organizer	Mind Mirror

Grade 7 Unit 2 Reading Informational

Unit 2: RI.7.7 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• None	• RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
	
	• WIDA ELD 3, 4, 5
	  o Reading
	  o Speaking
	  o Listening
		• Analyze how content differs depending on the medium in which it is presented.
		• Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats.
		• Identify techniques present in each format.
		• Compare/contrast two or more formats' portrayal of the same subject.
		• Reflect upon how the techniques within all mediums utilized affect and/or shape/color a particular segment of text.
			• **VU**: Theme, literary analysis, structure
			• **LFC:** Subject verb agreement, complex sentences with various verb forms
			• **LC:** Varies by ELP levels

Grade 7 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.7.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Compare and contrast a text to an audio, video, or multimedia version in L1 and/or using gestures, pictures and selected single words in key phrase patterns.	Compare and contrast a text to an audio, video, or multimedia version in L1 and/or using pictures and selected vocabulary in key phrases and short sentences.	Compare and contrast two f Compare and contrast a text to an audio, video, or multimedia version using key vocabulary in a series of simple, related sentences.	Compare and contrast a text to an audio, video, or multimedia version using key vocabulary in expanded sentences with emerging complexity.	Compare and contrast a text to an audio, video, or multimedia version using precise vocabulary in multiple, complex sentences.
Supports	• Venn Diagram (partially completed) • Teacher Guidance • Partner work • Word/Picture Wall • L1 support	• Venn Diagram (partially completed) • Essay Template with Sentence Frames • Partner work • Word/Picture Wall • L1 support	• Venn Diagram • Essay Template • Partner work • Word Wall • Sentence starters	• Venn Diagram • Essay Template	• Venn Diagram

Grade 7 Unit 2 Reading Informational

Unit 2: RI.7.8 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• None	• RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
	
	• WIDA ELD 3, 4, 5
	  o Reading
	  o Speaking
	  o Listening
		• Support arguments presented in text with evidence.
		• Identify arguments and specific claims in a text
		• Determine which textual segments most strongly support the author's claim
		• Determine the validity of the reasoning
		• Determine the relevance and sufficiency of the evidence
		• Delineate and evaluate the argument and specific claims in a text
			• **VU**: sound evidence, structure
			• **LFC:** Subject verb agreement, complex sentences with various verb forms
			• **LC:** Varies by ELP levels

Grade 7 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.7.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read an informational text and follow, evaluate, and assess the argument presented in L1 and/or listen to and/or read a leveled text and add high-frequency words to a partially completed Graphic Organizers.	Read an informational text and follow, evaluate, and assess the argument presented in L1 and/or listen to and/or read a leveled text and circle examples of argument and complete a chart using basic vocabulary in key phrases.	Read an adapted informational text and follow, evaluate, and assess the argument presented by circling examples of argument and explaining using a series of simple, related sentences.	Read an informational text within grade 6-7 complexity band and follow, evaluate, and assess the argument presented by using expanded and some complex sentences.	Read an informational text to follow, evaluate, and assess the argument presented in multiple, complex sentences.
Supports	- L1 support - Partner work - Teacher Modeling - Graphic Organizers - Word Bank - Pictures - Gestures	- L1 support - Partner work - Teacher Modeling - Graphic Organizers - Word Bank - Sentence Starter	- Teacher Modeling - Graphic Organizers - Word Bank	Graphic Organizers	Graphic Organizers

Grade 7 Unit 2 Reading Informational

Unit 2: RI.7.9 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• None	• RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	
	• WIDA ELD 3, 4, 5
	  o Reading
	  o Speaking
	  o Listening
		• Track key individuals, events, and/or ideas in informational texts from two or more authors.
		• Investigate how one topic may be presented in different ways.
		• Compare and contrast two or more authors' presentations of key information.
		• Analyze the importance of the different information each author emphasized and excluded.
		• Analyze how the authors use the same information, but produce different texts because of interpretation.
		• Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make
			• **VU**: sound evidence, structure
			• **LFC:** Subject verb agreement, complex sentences with various verb forms
			• **LC:** Varies by ELP levels

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
		connections to and reflect on the text. • Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view	

Grade 7 Unit 2 Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.7.9)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read excerpts from an informational text and use graphic organizers to analyze how two or more authors writing about the same topic shape their presentations.	Read excerpts from an informational text and use graphic organizers to analyze how two or more authors writing about the same topic shape their presentations by circling author's evidence.	Read leveled informational texts to analyze how two or more authors writing about the same topic shape their presentations by using simple sentences.	Read informational text to analyze how two or more authors writing about the same topic shape their presentations using, complex sentences.	Read informational text to analyze how two or more authors writing about the same topic shape their presentations of key information using multiple, complex sentences
Supports	• L1 support • Teacher support • Visually supported text • T-chart • Word/picture bank • Cloze sentences	• L1 support • Teacher support • Visually supported text • T-chart • Word/picture bank • Sentence frames	• T-chart • Word/picture bank • Sentence starters	• T-chart • Word bank	• T-chart

Grade 7 Unit 2 Writing

Unit 2: W.7.1 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
  o W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  o W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  o W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  o W.7.1.D. Establish and maintain a formal style/academic style, approach, and form.
  o W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.
	• Write arguments to support claims.
	• Support arguments with clear reasons and relevant evidence.
	• Introduce claim(s).
	• Write a clear thesis statement.
	• Address opposing claims.
	• Organize the reasons and evidence logically.
	• Choose appropriate reasoning and evidence to support claims.
	• Evaluate sources for accuracy and reliability.
	• Demonstrate an understanding of the topic or text.
	• Use transitional words and phrases.
	• Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	• Choose a consistent style, approach, and form for the task.
	• Close the text with a conclusion.
		• **VU**: Argument, evidence, claim, opposing
		• **LFC:** Sentences with transitional phrases and conjunctions, that support arguments prepositional phrases, a variety of verb forms
		• **LC:** Varies by ELP levels

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• WIDA ELD 1, 2, 3, 4, 5
  o Writing
  o Speaking
  o Listening		

Grade 7 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.1)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using L1 and/or use illustrations to match claims to evidence and list sources using high-frequency, grade-level vocabulary in memorized phrases.	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using L1 and/or identify three logical reasons and match supporting claims with evidence using basic, grade-level vocabulary in phrases and short sentences.	Develop writing of argumentative text that includes 3-5 logical reasons with supporting evidence from credible sources using key, grade-level vocabulary in a series of simple, related sentences with some repetitive structures.	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using key, grade-level vocabulary in a series of expanded sentences of emerging complexity of grammatical structures.	Develop writing of argumentative text that includes logical reasons with supporting evidence from credible sources using precise, grade-level vocabulary in a series of complex sentences of varying lengths and grammatical structures.
Supports	• Graphic Organizers • Specialized Reference Materials • Pictures • Word Bank • L1 support • Mentor Texts	• Graphic Organizers • Specialized Reference Materials • Pictures • Word Bank • L1 support • Mentor Texts	• Graphic Organizers • Specialized Reference Materials • Mentor Texts • Word Bank	• Graphic Organizers • Specialized Reference Materials	• Graphic Organizers • Specialized Reference Materials

Grade 7 Unit 2 Writing

Unit 2: W.7.4 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. - WIDA ELD 1, 2, 3, 4, 5 - Writing - Speaking - Listening	- Identify defining characteristics of different genres of writing. - Unpack the writing prompt. - Write for a specific purpose and audience. - Select an appropriate text structure or format for the task. - Use language that is precise and powerful to create voice in writing. - Create a tone that is appropriate for one's audience.	**VU**: Task, purpose, genres, audience **LFC:** Sentences appropriate to task **LC:** Varies by ELP levels

Grade 7 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Develop and organize clear and coherent writing suitable for task, purpose and audience in L1 and/or use high-frequency words or phrases to complete captions.	Develop and organize clear and coherent writing suitable for task, purpose and audience in L1 and/or use phrases and short sentences.	Develop and organize writing appropriate to task, purpose and audience in a series of simple, related sentences.	Develop and organize writing appropriate to task, purpose and audience in expanded and some complex sentences.	Develop and organize writing to show clear and coherent ideas appropriate to task, purpose and audience using multiple, complex sentences.
Supports	- Graphic Organizers - Specialized Reference Materials - Word/Picture Wall - L1 support - Teacher Modeling	- Graphic Organizers - Specialized Reference Materials - Word/picture bank - L1 support - Teacher Modeling	- Graphic Organizers - Specialized Reference Materials - Word bank - Teacher Modeling	- Graphic Organizers - Specialized Reference Materials	- Graphic Organizers - Specialized Reference Materials

Grade 7 Unit 2 Writing

Unit 2: W.7.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
 	
• WIDA ELD 1, 2, 3, 4, 5
  o Writing
  o Speaking
  o Listening
	• 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.
		• **VU**: Editing, rewriting, peer edit
		• **LFC:** Complex sentences, increasing specificity of nouns, verbs, adjectives, and correlative conjunctions
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of the task using L1 and/or using teacher feedback and support throughout the writing process; beginning with the prewriting step to creating concept cards with pictures and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of the task using L1 and/or using teacher feedback and support throughout the writing process; beginning with the prewriting step to matching phrases to pictures of people and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of the task written with key vocabulary in a series of simple, related sentences.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of the task written with key vocabulary in expanded sentences of emerging complexity.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of the task written with precise vocabulary in multiple, complex sentences.
Supports	- Teacher Feedback - Technology Support - Word Wall - Visuals - L1 support	- Teacher Feedback - Technology Support - Word Wall - Visuals - L1 support	- Partner work - Technology Support - Word wall	- Partner work - Technology Support	Technology Support

Grade 7 Unit 2 Writing

Unit 2: W.7.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
 	
• WIDA ELD 1, 2, 3, 4, 5
  o Writing
  o Speaking
  o Listening
	• Use technological resources to enhance writing.
	• Follow appropriate typing format and conventions.
	• Use technology to broaden research base.
	• Use evidence found online to support ideas.
	• Give and receive feedback using technology.
	• Seek out authentic publishing opportunities.
		• **VU**: Collaborate, interact, publish, format
		• **LFC:** Subject verb agreement, embedded clauses
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Produce and publish a collaborative piece of writing in a group using L1 and/or using phrases and memorized patterns	Produce and publish a collaborative piece of writing in a group using L1 and/or using visuals with in phrases and short sentences.	Produce and publish a collaborative piece of writing in a group on a content-specific issue (science, social studies) a series of simple, related sentences using a paragraph template.	Produce and publish a collaborative piece of writing in a group on a content-specific issue (science, social studies) using a series of paragraphs with expanded and some complex sentences.	Produce and publish a collaborative piece of grade-level writing on a content specific issue (science, social studies) using a series of paragraphs with multiple, complex sentences.
Supports	• Small group/ triads • Technology • Specialized Reference Materials • L1 support • Cloze sentences • Template • Teacher Modeling	• Small group/ triads • Technology • Specialized Reference Materials • L1 support • Sentence Frame • Template • Teacher Modeling	• Small group/ triads • Technology and Technological Resources • Specialized Reference Materials • Template	• Small group/ triads • Technology and Technological Resources	• Small group/ triads • Technology and Technological Resources

Grade 7 Unit 2 Writing

Unit 2: W.7.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
 	
• WIDA ELD 1, 2, 3, 4, 5
  ○ Writing
  ○ Speaking
  ○ Listening
	• Engage in short research projects to answer a self-selected or teacher-assigned questions
	• Develop research questions
	• Determine keywords or topics for each question
	• Search for informational sources in an effort to answer the question
	• Compose follow-up research questions based on the initial search
	• Explain quotations used as support to enhance meaning
	• Research and synthesize information from several sources
	• Conduct research and synthesize multiple sources of information
		• **VU**: Research, inquiry
		• **LFC:** Sentences with phrases that explain quotations and synthesize information
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Conduct targeted research to write an answer to a question in L1 and/or by completing a cloze sentence using selected vocabulary in key phrase patterns.	Conduct targeted research to write an answer to a question in L1 and/or by completing a brief cloze paragraph using selected vocabulary in key phrases and short sentences.	Conduct targeted research to write an answer to a question using key vocabulary in a series of simple, related sentences.	Conduct targeted research to write an answer to a question using key vocabulary in expanded and some complex sentences.	Conduct targeted research to write an answer to a question using precise vocabulary in multiple, complex sentences.
Supports	- Teacher Support - Partner work - Technology and Technological Resources - Word bank - Visuals - Cloze Sentences - L1 support - Template	- Teacher Support - Partner work - Technology and Technological Resources - Word bank - Visuals - Template - Sentence Frames - L1 support	- Teacher Support - Technology and Technological Resources - Template - Word bank	Technology and Technological Resources	Technology and Technological Resources

Grade 7 Unit 2 Writing

Unit 2: W.7.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• W.7.8. (Choice) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 	
• WIDA ELD 1, 2, 3, 4, 5
  o Writing
  o Speaking
  o Listening
	• Use search terms effectively.
	• Write a clear thesis statement.
	• Draw evidence from texts to support thesis.
	• Assess the credibility and accuracy of each source.
	• Select direct and indirect quotations that relate to the topic as evidence
	• Follow published guidelines (MLA, APA, etc.) to cite direct and indirect quotations.
	• Identify examples of plagiarism in writing.
	• Paraphrase source information to avoid plagiarism in writing.
		• **VU**: Credibility, plagiarism
		• **LFC:** Explanatory sentences using direct and indirect quotations
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Gather and record information by effectively searching and assessing the credibility of sources in L1 and/or using visuals and phrases.	Gather and record information by effectively searching and assessing the credibility of sources in L1 and/or using visuals and short sentences.	Gather and record information by effectively searching and assessing the credibility of sources using multiple, simple, related sentences.	Gather and record information by effectively searching and assessing the credibility of sources using multiple, expanded and some complex sentences.	Gather and record information by effectively searching and assessing the credibility of sources using multiple, complex sentences.
Supports	- Teacher Support - Partner work - Technology and Technological Resources - Visuals - L1 support	- Teacher Support - Partner work - Technology and Technological Resources - Visuals - L1 support	- Teacher Support - Partner work - Technology and Technological Resources - Visuals	- Partner work - Technology and Technological Resources	- Partner work - Technology and Technological Resources

Grade 7 Unit 2 Writing

Unit 2: W.7.9., W.7.9.A, W.7.9.B and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
  o W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
  o W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
 	
• WIDA ELD 1, 2, 3, 4, 5
  o Writing
  o Speaking
  o Listening
	• Incorporate ideas from literary or informational texts to support writing.
	• Deconstruct and reflect upon textual evidence.
	• Identify evidence that supports claims in literary analysis.
	• Logically connect evidence to claims in writing.
	• Select direct and indirect quotations that relate to the topic as evidence.
	• Cite in-text direct and indirect quotations appropriately.
	• Explain quotations used as support to enhance meaning.
	• Recognize and identify multiple organizational models.
	• Apply a specific organizational strategy to a writing.
		• **VU**: Cite, reflection, evidence, argument, specific to text; genres
		• **LFC:** Referential phrases, conjunctions phrases, transition words, comparative adjectives, adverbs, superlatives
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.9., W.7.9.A, and W.7.9.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and/or use single words that represent key ideas with phrase patterns and general vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection from L1 texts and/or use phrases and short sentences that represent key ideas using formulaic patterns and general, content-based vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection by producing simple sentences that represent multiple ideas with key, content-based vocabulary.	Write to cite evidence from literary and informational texts to support analysis and reflection by producing expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Write clearly and coherently to cite evidence from literary and informational texts using multiple, complex sentences with a variety of grammatical structures and precise content-based vocabulary.
Supports	• Graphic organizer (completed) • Mark text • Word/picture bank • Cloze sentences • L1 support • Technology support	• Graphic organizer (partial) • Mark the text • Word/picture bank • Sentence Frames • L1 Support • Technology support	• Graphic organizer (partially completed) • Mark the text • Template • Word Wall • Technology support	• Graphic organizer • Technology support • Mark the text	• Technology support • Mark the text

Grade 7 Unit 2 Writing

Unit 2: W.7.10 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 	
• WIDA ELD 1, 2, 3, 4, 5
   o Writing
   o Speaking
   o Listening
	• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.).
	• Reflect on and explain decisions made while crafting a piece of writing.
	• Produce written reflections.
	• Write for a variety of audiences and purposes on an array of cross-curricular topics.
		• **VU**: Journal, task, purpose
		• **LFC:** Verb forms; declarative sentences, compound and complex sentences
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.7.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write routinely over various time frames to create a portfolio for a specific purpose or audience in L1 and/or by writing words from a word bank under pictures.	Write routinely over various time frames to create a portfolio for a specific purpose or audience in L1 and/or by extending sentence starters with original ideas.	Write routinely over various time frames to create a portfolio for a specific purpose or audience using simple related sentences and key content based vocabulary.	Write routinely over various time frames to create a portfolio for a specific purpose or audience using sentences with emerging complexity and content-based vocabulary.	Write routinely over various time frames to create a portfolio for a specific purpose or audience using compound and complex sentences with technical vocabulary.
Supports	- Word Bank - Visuals - Cloze sentences - L1 support - Anchor Writing Charts	- Word Bank - Visuals - Sentence Starters - L1 support - Anchor Writing Charts	- Templates - Word Bank - Anchor Writing Charts	- Word bank - Anchor Writing Charts	Anchor Writing Charts

Grade 7 Unit 2 Speaking and Listening

Unit 2: SL.7.1, SL.7.1.A, SL.7.1.B, SL.7.1.C, SL.7.1.D and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  o SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  o SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  o SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  o SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.
	• 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.
		• **VU**: Probe, In my opinion, I feel that, I understand that, According to, the text states, elaborate, detail, 5-W words, reflect, paraphrase
		• **LFC**: Declarative (expressing and supporting opinions), interrogatory sentences (asking informational and clarifying questions), compound and complex sentences, retelling, present/past tense verbs, comparing
		• **LC:** Varies by ELP levels

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• WIDA ELD 1, 2, 3, 4, 5
    o Speaking
    o Listening		

Grade 7 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards Unit 2: SL.7.1, SL.7.1.A, SL.7.1.B, SL.7.1.C, SL.7.1.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Speak and listen to develop an understanding of how to probe, paraphrase and reflect on multiple perspectives during a discussion, participate in a variety of teacher led discussions and reflect on a previously researched topic in L1 and/or use visuals and appropriately leveled text to answer single word response or yes/no questions.	Speak and listen to develop an understanding of how to probe, paraphrase and reflect on multiple perspectives during a discussion, participate in a variety of teacher led discussions and reflect on a previously researched topic in L1 and/or using phrases in sentence frames and teacher modeled techniques.	Speak and listen to a grade-level discussion to probe, paraphrase and reflect on multiple perspectives during a discussion, participate in a variety of teacher led discussions in L1 and reflect on a previously researched topic using information researched from adapted and authentic texts using simple related sentences with key content based vocabulary.	Speak and listen in a grade-level discussion to probe, paraphrase and reflect on multiple perspectives during a discussion, participate in a variety of discussion settings and reflect on a previously researched topic using complete sentences with emerging complexity and some content based vocabulary.	Speak and listen in a grade-level discussion to probe, participate in a variety of discussion settings and reflect on a previously researched topic using complete, detailed sentences of varying length and type with content based vocabulary.

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
	Identify pictures showing student roles in discussions; use L1 as a resource to understand discussion guidelines.	Create guidelines, student roles and classroom goals using L1, pictorial representations, words and phrases.	Create guidelines for discussion, choose student roles and set classroom goals using key grade level vocabulary in simple sentences which may include error that do not interfere with comprehension.	Create guidelines for discussion, choose student roles and set classroom goals using complete sentences with grade level vocabulary.	Create guidelines for discussion, choose student roles and set classroom goals through negotiated agreement using detailed sentences of varying length with content based vocabulary.
Supports	- Teacher created checklist - Word Wall - Visuals - Choice questions - L1 support - Cornell notes (completed) - Teacher modeled - Small Groups - Gestures - Role play - Strategies to participate in academic discussions	- Teacher created checklist - Word Wall - Visuals - Sentence Frames - L1 support - Cornell notes (partially completed) - Teacher modeled - Small Groups - Role play - Strategies to participate in academic discussions	- Teacher created checklist - Word Wall - Cornell notes - Teacher modeled - Small Groups - Role play - Strategies to participate in academic discussions	- Teacher created checklist - Cornell notes - Small Groups - Role play - Strategies to participate in academic discussions	- Teacher created checklist - Cornell notes - Small Groups - Role play

Grade 7 Unit 2 Speaking and Listening

Unit 2: SL.7.3 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.
 	
• WIDA ELD 1, 2, 3, 4, 5
   o Speaking
   o Listening
	• Determine the speaker's argument and claims.
	• Evaluate whether the speaker's reasoning is rational and legitimate.
	• Evaluate whether there is enough evidence to support the claims.
		• **VU:** Analyze, rational, disagree/agree, factual
		• **LFC:** Comparatives, superlatives, pronouns, conjunctions
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.7.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Listen to a speaker and evaluate claims for relevance and sufficiency in L1 and/or using visuals, Gestures and key, grade-level vocabulary in memorized phrases.	Listen to a speaker and evaluate claims for relevance and sufficiency in L1 and/or using visuals and key, grade-level vocabulary in phrases and short sentences with formulaic structures.	Listen to a speaker and evaluate three-five claims for relevance and sufficiency using key, grade-level vocabulary in multiple, simple, related sentences.	Listen to a speaker and evaluate claims for relevance and sufficiency using key, grade-level vocabulary in multiple, expanded and some complex sentences.	Listen to a speaker and evaluate claims for relevance and sufficiency using precise, grade-level vocabulary in multiple, complex sentences.
Supports	- Rubric specific to task - Reference Sheet - Word bank - Visuals/Gestures - Cloze Sentence - L1 support	- Rubric specific to task - Reference Sheet - Word bank - Visuals - Sentence Frame - L1 support	- Rubric specific to task - Reference Sheet - Word Wall	- Rubric specific to task - Reference Sheet	- Rubric specific to task - Reference Sheet

Grade 7 Unit 2 Speaking and Listening
Unit 2: SL.7.4 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
 	
• WIDA ELD 1, 2, 3, 4, 5
  o Speaking
  o Listening
	• Present information using sound, detailed, and relevant evidence in a coherent manner.
	• Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic.
	• Use practices that engage the audience (e.g., eye contact, volume, pronunciation).
	• Emphasize important points with different pitch or volume.
	• Elaborate on a point that listeners may need more explanation to understand.
		• **VU**: Claims, findings, logical sequence, eye contact, volume
		• **LFC:** Compound/complex sentences
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.7.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using L1 and/or using a PowerPoint template with selected vocabulary in key phrases.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using L1 and/or use a PowerPoint template with pictures and selected vocabulary in key phrases and short sentences.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using key vocabulary in a series of simple, related sentences.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using key vocabulary in expanded and some complex sentences.	Present claims and findings visually and orally to highlight facts, details, and examples of salient points in a non-fiction text using precise vocabulary in multiple, complex sentences.
Supports	- Technology & Technological Resources - Speaking Rubric - Word/Picture Wall - L1 support - Cloze Sentences	- Technology & Technological Resources - Speaking Rubric Word/Picture Wall - L1 support - Sentence Frames	- Technology & Technological Resources - Speaking Rubric - Word Wall - Template	- Technology & Technological Resources - Speaking Rubric	- Technology & Technological Resources - Speaking Rubric

Grade 7 Unit 2 Speaking and Listening
Unit 2: SL.7.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see grade 7 Language standards 1 and 3 here for specific expectations).
 	
• WIDA ELD 1, 2, 3, 4, 5
   o Speaking
   o Listening
	• Orally present information, using appropriate speech, in a variety of situations.
	• Recognize and consider the audience.
	• Determine if the topic and language style correspond appropriately.
	• Reflect on the use of language and revise as needed.
		• **VU**: Formal vs. informal English based on the audience
		• **LFC:** Based on ELP levels
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.7.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Demonstrate a command of formal/informal English and its conventions by producing or processing high-frequency, content-related single words in phrases or memorized patterns that represent key ideas.	Demonstrate a command of formal/informal English and its conventions by producing or processing general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Demonstrate a command of formal/informal English and its conventions by producing or processing key, content-based vocabulary in multiple, simple, related sentences.	Demonstrate a command of formal/informal English and its conventions by producing or processing key, content-based vocabulary in expanded sentences with emerging complexity of grammatical structures.	Demonstrate a command of formal/informal English and its conventions by producing or processing precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
Supports	• Rubric specific to task • Reference Sheet • Word/Picture Wall • L1 support • Gestures	• Rubric specific to task • Reference Sheet • Word/Picture Wall • L1 support • Gestures	• Reference Sheet • Word Wall • Gestures	• Reference Sheet	• Reference Sheet

Grade 7 Unit 2 Language

Unit 2: L.7.1, L.7.1.B, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
• L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　○ L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • WIDA ELD 1, 2, 3, 4, 5 　○ Speaking 　○ Listening 　○ Reading 　○ Writing	• Discern the differences in structure and use between simple, compound, complex, and compound-complex sentences. • Intentionally use a combination of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	• **VU**: simple, compound, complex, • **LFC:** Compound and complex sentences • **LC:** Varies by ELP levels

Grade 7 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.1, L.7.1.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Express ideas using simple, compound, complex, and compound-complex sentences In L1 and/or use simple high-frequency phrases in English to signal differing relationships among ideas.	Express ideas using simple, compound, complex, and compound-complex sentences in L1 and/or simple, short sentences in English.	Express ideas using simple and compound sentences to signal differing relationships among ideas.	Express ideas using simple, compound, and complex sentences to signal differing relationships among ideas.	Express ideas using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
Supports	• Graphic Organizers • Visuals • Word Bank • L1 support • Sentence tree	• Graphic Organizers • Sentence Frame • Word Bank • L1 support • Sentence tree	• Graphic Organizers • Word Bank • Sentence starter • Sentence tree	• Graphic Organizers • Sentence tree	• Sentence tree

Grade 7 Unit 2 Language

Unit 2: L.7.2, L.7.2.B and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  o L.7.2.B. Spell correctly.
 	
• WIDA ELD 2, 3, 4, 5
  o Writing
	• Apply common rules and patterns to spell words correctly in writing.	• **VU**: Spelling conventions
		• **LFC:** Apply conventional spelling rules
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.2, L.7.2.B.)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Demonstrate command of English spelling conventions for high frequency words.	Demonstrate command of English spelling conventions for key content vocabulary and high frequency words.	Demonstrate command of English spelling conventions for key grade 6-7 reading and content vocabulary.	Demonstrate command of English spelling conventions for grade 6-7 reading and content vocabulary.	Demonstrate command of English spelling conventions for reading and content grade level vocabulary.
Supports	- Teacher created spelling patterns chart - Teacher created checklist - L1 support - Word Wall	- Teacher created spelling patterns/rules chart - Teacher created checklist - L1 support - Word Wall	- Teacher created spelling patterns/rules chart - Teacher created checklist - Word Wall	- Teacher created spelling patterns/rules chart - Teacher created checklist	- Teacher created spelling patterns/rules chart - Teacher created checklist

Grade 7 Unit 2 Language

Unit 2: L.7.3, L.7.3.A and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   o L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 	
• WIDA ELD 1, 2, 3, 4, 5
   o Writing
   o Speaking
   o Listening
   o Reading
	• Select precise language.
	• Revise writing for wordiness and redundancies.
		• **VU**: revise, redundancy
		• **LFC:** Varies by ELP levels
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.3., L.7.3.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Recognize and eliminate wordiness and redundancy and choose concise language in L1 and/or produce selected single words in memorized patterns.	Recognize and eliminate wordiness and redundancy and choose concise language in L1 and/or produce selected vocabulary in spoken phrases and short sentences.	Recognize and eliminate wordiness and redundancy and choose concise language using key vocabulary in a series of simple, related sentences.	Recognize and eliminate wordiness and redundancy and choose concise language with key vocabulary in expanded and some complex structures.	Recognize and eliminate wordiness and redundancy and choose concise language in multiple, complex sentences.
Supports	• Reference materials • Word/picture wall • L1 support • Teacher examples	• Reference materials • Word/picture wall • L1 support • Teacher examples • Sentence frames • Visuals	• Reference materials • Word wall • Teacher examples	• Reference materials • Teacher examples	• Reference materials • Teacher examples

Grade 7 Unit 2 Language
Unit 2: L.7.4, L.7.4.A, L.7.4.C, L.7.4.D and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies.
  ○ L.7.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  ○ L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  ○ L.7.4.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
  ○ Writing
  ○ Speaking
  ○ Listening
  ○ Reading
	• Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases.
	• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word.
	• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.
	• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses.
	• Consult reference materials that are both printed and digital.
		• **VU**: Context clues, pronunciation, part of speech
		• **LFC:** Definition genre
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.4, L.7.4.A, L.7.4.C, L.7.4.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on selected excerpts; use sentence level context clues. Match content–related pictures to words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on selected excerpts; use sentence level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on selected excerpts; use sentence and paragraph level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6-7 reading and content; use sentence and paragraph level context clues.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content using sentence and paragraph level context clues.
Supports	- Teacher created affix chart - Reference materials - Cognates - L1 support - Background knowledge	- Teacher created affix chart - Reference materials Cognates - L1 support - Background knowledge	- Teacher created affix chart - Reference materials - Cognates - Background knowledge	- Reference materials - Cognates - Background knowledge	Reference materials

Grade 7 Unit 2 Language

Unit 2: L.7.5, L.7.5 B and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   o L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 	
   o
• WIDA ELD 1, 2, 3, 4, 5
   o Writing
   o Speaking
   o Reading
   o Listening
	• Identify the relationship of words in reading.
	• Clarify words by using the relationship between them in writing.
		• **VU**: Analogy
		• **LFC:** Sentences with figurative language
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.5, L.7.5.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Explain how words are related using selected vocabulary in key phrase patterns.	Explain how words are related using selected vocabulary in key phrases and short sentences.	Explain how words are related using key vocabulary in a series of simple, related sentences.	Explain how words are related using key vocabulary in expanded and some complex sentences.	Explain how words are related by using precise vocabulary in multiple, complex sentences.
Supports	• Antonym/ Synonym Chart • L1 support • Dictionary (bilingual and English) • Thesaurus	• Antonym/ synonym chart • L1 support • Dictionary (bilingual and English) • Thesaurus	• Antonym/ Synonym Chart • Dictionary • Thesaurus	• Dictionary • Thesaurus	• Dictionary • Thesaurus

Grade 7 Unit 2 Language

Unit 2: L.7.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

• L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 	
• WIDA ELD 1, 2, 3, 4, 5
  o Writing
  o Speaking
  o Reading
  o Listening
	• 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.
		• **VU**: Academic, content, context,
		• **LFC:** Subject verb agreement
		• **LC:** Varies by ELP levels

Grade 7 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.7.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1; and/or single key content based vocabulary words, by matching words and pictures or completing cloze sentences.	Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1 and/or short phrases of key content based vocabulary by matching phrases with pictures or completing sentence frames.	Acquire and use general academic and domain-specific words and phrases from adapted text. Use simple sentences.	Acquire and use general academic and domain-specific words and phrases from grade 6-7 text level band. Use complete sentences with emerging complexity.	Acquire and use grade-appropriate general academic and domain-specific words and phrases. Use detailed sentences of varying lengths and complexity.
	Use strategies to identify unknown words in phrases and short sentences: context, cognates, morphology	Use strategies to identify unknown words in short sentences: context, cognates, morphology and syntax	Use strategies to identify unknown words in simple, related sentences: context, cognates, morphology and syntax	Use strategies to identify unknown words in expanded sentences: context, cognates, morphology and syntax	Use strategies to identify unknown words in complex sentences: context, cognates, morphology and syntax
Supports	• Cognates • L1 support • Cloze sentences • Pictures	• Cognates • L1 support • Sentence Frames • Pictures	• Cognates • Sentence starter	• Cognate	• Cognate