GRADE LEVEL: 6-8   **SUBJECT: EL (ENGLISH LERNER) ENGLISH LANGUAGE ARTS**   **DATE: 2018-2019**

GRADING PERIOD: QUARTER I   **MASTER COPY 5/16/2019**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
Key Ideas and Textual Support • Inferences	**7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference. • Cite evidence to support.	• Constructed response	• Inference • Text evidence	Critical
Key Ideas and Textual Support • Theme • Analysis • Central Idea	**7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	• Analyze and explain how the theme or central idea developed. • Provide summary.	• Constructed response	• Theme • Analysis • Central Idea	Critical
	7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	• Analyze and describe how the elements of literature interact.	• Discussion	• Setting	Critical
Structural Elements and Organization • Plot Structure	**7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	• Explain how structural elements of short stories and plays impact the meaning and plot.	• Plot chart	• Climax	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: NONFICTION					
• Point of View	**7.RL.3.2:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	• Identify a variety narrators/voices including first, second, and third person in short stories and plays. • Explain how the narrator impacts mood/tone in short stories and plays.	• Narrative Essay in First Person • Class Discussion	• First person • Second person • Third person (Limited, Objective, and Omniscient) • Persuasive • Mood • Tone	Critical
Key Ideas and Textual Support • Textual Evidence	**7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Cite textual evidence • Draw inferences.	• Research Packet	• Parts of a Non-Fiction Book	Critical
• Central Idea	**7.RN.2.2:** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	• Describe how two or more central ideas develop in a text. • Include details. • Create an objective summary that has an introduction, body, and conclusion.	• Objective summary	• Objective summary	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: NONFICTION					
• Interactions	**7.RN.2.3:** 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).	• Explain how a person, event, or idea is introduced and elaborated on in a text. • Analyze and describe interactions between individuals, events, and ideas in a text.	• Class discussion • Small group discussion • Constructed response	• Key individual • Elaborate	Critical
• Text Structure	**7.RN.3.2:** 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.	• Explain how individual events contribute to the plot.	• Class discussion • Small group discussion • Extended response		Critical
Structural Elements and Organization • Authors' Perspective	**7.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	• Evaluate and explain different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	• Class discussion • Summary • Recommendation • Quiz	• Author's perspective	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: NONFICTION					
Synthesis and Connection of Ideas • Supported Claims • Non-supported Claims • Faulty Reasoning	**7.RN.4.1:** 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, noting instances of bias and stereotyping.	• Identify claims the author supports with reasons and evidence. • Identify claims not supported. • Differentiate between bias, stereotyping, and fact.	• Discussion	• Non-supported claims	Critical
READING: VOCABULARY					
Vocabulary Building • Context Clues	**7.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.	•Use context to distinguish meaning of vocabulary.	• Rubric for Revision	• Synonyms • Thesaurus • Digital references	Critical
WRITING					
Writing Genres: **Argumentative** • Claims and Arguments	**7.W.3.1:** Write arguments in a variety of forms that: • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources.	• Introduce claim(s) • Acknowledge alternate or opposing claims. • Use appropriate organizational structures. • Support claims • Demonstrate an understanding of the topic or text.	• Responses to Literature	• Textual Evidence	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: VOCABULARY					
Informative Compositions • Graphic Organizers • Text Using Precise Vocabulary	**7.W.3.2:** Write informative compositions in a variety of forms that: • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	• Introduce a topic clearly. • Organize ideas, concepts, and information. • Include formatting, graphics, and multimedia.	• Teacher Created Rubric	• Transitions	Critical
WRITING					
Writing Genres **Narrative Compositions** • Point of View • Event Sequence • Narrative Techniques	**7.W.3.3:** Write narrative compositions in a variety of forms: • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	• Establish point of view. • Organize an event sequence. • Use a variety of transitions. • Use narrative techniques. • Use precise words • Provide an ending that reflects on the narrated experience.	• Rubric for First Person Narrative • Editing Process (use of precise words)	• Narrative	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Narrative Compositions	**7.W.3.3: (cont.)** • Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses.. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters. • Use precise words and phrases, relevant Descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.				

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
The Writing Process • Revised Written Works	**7.W.4:** Apply the writing process to: • Plan and develop; draft; Revise using appropriate Reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Plan and develop • Draft • Revise using appropriate reference material • Rewrite • Try a new approach • Edit to produce and strengthen writing that is clear and coherent • Use technology to Interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Teacher Created Rubric	• Revision	Critical
Conventions of Standard English **Grammar and Usage** • Capitalization Punctuation Spelling	**7.W.6.1:** Demonstrate Command of English grammar and usage, focusing on:	• Write sentences that Begin with varying phrases and clauses. • Identify and use infinitive, appositive, and prepositional phrases.	• Grammar Survey • Quiz	• Appositive phrase • Infinitive phrase • Prepositional phrase • Independent/ • Dependent Clauses	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
• Pronouns	**7.W.6.1a: Pronouns –** Students are expected to build upon and continue applying conventions learned previously.	•Use a variety of pronouns • Include subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement • Identify and connect vague pronouns.			Critical
• Verbs	**7.W.6.1b: Verbs –** Recognizing and correcting problems with subject/verb agreement.	• Recognize and correct subject/verb agreement.			Critical
• Adjectives • Adverbs	**7.W.6.1c: Adjectives and Adverbs –** Students are expected to build upon and continue applying conventions learned previously.	• Write sentences using relative adverbs • Explain their function			Critical
Conventions of Standard English • Phrases • Clauses	**7.W.6.1d: Phrases and Clauses –** Recognizing and Correcting misplaced and dangling modifiers.	• Recognize and correct misplaced and dangling modifiers.			Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
• Usage	• **7.W.6.1e: Usage** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	• Write using a variety of sentence types.			Critical
• Conventions	**7.W.6.2:** Demonstrate Command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	•Use correct capitalization, punctuation and spelling in daily work.			Critical
• Capitalization	**7.W.6.2a: Capitalization** Students are expected to build upon and continue Applying conventions learned previously.	• Use correct Capitalization usage in daily work.			Critical
• Punctuation	**7.W.6.2b: Punctuation** Using commas with subordinate clauses.	• Use commas in complex sentences.			Critical
• Spelling	• **7.W.6.2c: Spelling** Students are expected to build upon and continue Applying conventions learned previously.	• Use correct spelling conventions, patterns, And generalizations in daily writing.			Critical

WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language…

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching

English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas	• A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas	• Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas specific to particular content areas	• Compound and some complex grammatical constructions • Sentence patterns across content areas	• Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social, instructional and some content-related words and phrases

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WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use…

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

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WIDA ELD Standards

Standard 1 – Social & Instructional Language

- English language learners communicate for **social and instructional** purposes in the school setting.

Standard 2 – Language of Language Arts

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 – Language of Mathematics

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.

Standard 4 – Language of Science

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**.

Standard 5 – Language of Social Studies

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

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GRADE LEVEL: 6-8 Grade   SUBJECT: EL (ENGLISH LERNER) ENGLISH LANGUAGE ARTS   DATE: 2018-2019

GRADING PERIOD: QUARTER 2   **MASTER COPY 5/16/2019**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
Key Ideas and Textual Support • Inferences	**7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference. • Cite evidence to support.	• Constructed response • Rubric of Research Project	• Inference • Text evidence	Critical
• Theme • Analysis • Central Idea	**7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	• Analyze and explain how the theme or central idea developed. • Provide summary.	• Constructed Response • Test	• Theme • Analysis • Central Idea	Critical
• Analysis	**7.RL.2.3:** Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	• Analyze and describe How the elements of literature interact.	• Discussion • Test • Plot Chart	• Setting	Critical
Structural Elements and Organization • Plot Structure	**7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	• Analyze and distinguish structural elements of a novel. • Explain how the structure contributes to its meaning and plot.	• Plot chart	• Plot • Conflict • Climax	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
Structural Elements and Organization • Point of View	**7.RL.3.2:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	• Identify a variety narrators/voices including first, second, and third person in a novel. • Discuss how the narrator impacts mood/tone in a novel. • Explain how an author develops and contrasts points of view.	• Class Discussion • Test	• First person • Second person • Third person (Limited, Objective, and Omniscient) • Persuasive • Mood • Tone	Critical
READING: NONFICTION					
Key Ideas and Textual Support • Textual Evidence	**7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Cite textual evidence. • Draw inferences.	• Brochure • Claims and Arguments	• Parts of a Non-Fiction Book • Claims and Arguments	Critical
• Central Idea	**7.RN.2.2:** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	• Analyze and describe the development of central ideas over multiple texts. • Create objective summary that has an introduction, body, and conclusion.	• Travel Brochure		Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: NONFICTION					
Key Ideas and Textual Support • Interactions	**7.RN.2.3:** 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).	• Explain how a person, event, or idea is introduced and elaborated on in a text. • Analyze and describe interactions in text.	• Class discussion • Small group discussion • Constructed response		Critical
Structural Elements and Organization • Analysis of Text Structure	**7.RN.3.2:** 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.	• Identify main concepts. • Analyze and describe how the main ideas contribute to the whole piece of writing.	• Running Records • Graphic Organizer • Brochure		Critical
• Authors' Perspective	**7.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	• Evaluate and explain different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	• Class discussion		Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: NONFICTION					
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims • Faulty Reasoning	**7.RN.4.1:** 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, noting instances of bias and stereotyping.	• Identify claims the author supports with reasons and evidence. • Identify claims not supported. • Apply knowledge of claims and arguments.	• Claims and Arguments Graphic Organizer	• Faulty Reasoning • Claims • Arguments • Debate • Rebuttal • Counter-Claim	Critical
Synthesis and Connection of Ideas • Presentation of key information	**7.RN.4.3:** Analyze 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.	• Analyze and describe how authors shape presentation of information. • Explain differing interpretations of facts.	• Discussion • Comparison Questions		Critical
READING: VOCABULARY					
Vocabulary Building • Context Clues	**7. RV.2.1:** Use context to determine or clarify the meaning of words and phrases.	• Use context to select enhanced vocabulary.	• Rubric for Revision of Brochure		Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Writing Genres: **Argumentative** • Claims and Arguments	**7.W.3.1:** Write arguments in a variety of forms that • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use effective transitions to create cohesion and clarify the relationships among claim (s), reasons, and evidence. • Provide a concluding statement or section that follows from and support the argument presented.	• Introduce claim(s) • Acknowledge alternate or opposing claims. • Use appropriate organizational structures. • Support claims • Demonstrate an understanding of the topic or text. • Establish and maintain a consistent style and tone. • Use effective transitions. • Provide a concluding statement. • Support the argument presented with evidence.	• Responses to Literature • Claims and Arguments Organizer	• Textual Evidence • Claims and Arguments • Rebuttal • Counter-Claim • Faulty Reasoning	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Writing Genres: **Informative Compositions** • Graphic Organizers • Development of Text Using Precise Vocabulary	**7.W.3.2:** Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions concrete details, quotations, or other information and examples from various so urces and texts. ideas precisely and concisely.	• Introduce a topic clearly. • Organize ideas, concepts, and information. • Include formatting, graphics, and multimedia. • Develop the topic. • Use appropriate transition. • Choose language and content. • Use specific vocabulary. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement that supports the information.	• Charts • Teacher Created Rubric	• Transitions	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Informative Compositions	**7.W.3.2: (cont.)** • Use appropriate transitions to create cohesion and clarify the relationships. • Choose language and content- specific vocabulary.				
Narrative Compositions • Establishment of Point of Views • Organization of Event Sequence • Utilization of Narrative Techniques	**7.W.3.3:** Write narrative compositions in a variety of forms • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey signal shifts from one time frame or setting to another.	• Establish point of view. • Organize an event sequence. • Use a variety of transitions. • Use narrative techniques. • Use precise words. • Provide an ending that reflects on the narrated experience.	• Short Writings • Teacher Created Rubric • Editing Process (use of precise words)	• Narrative	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Narrative Compositions	**7.W.3.3: (cont.)** • Use narrative techniques to develop experiences, events, and/ or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.				
The Writing Process • Revision of Written Works	**7.W.4:** Apply the writing process to • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing, with some guidance and support from peers and adults.	• Plan and develop. • Draft. • Revise using appropriate reference material. • Rewrite. • Try a new approach. • Edit to produce and strengthen writing that is clear and coherent. • Use technology to interact and collaborate with others.	• Teacher Created Rubric • Brochure • Peer Editing	• Revision • Proofreading • Editing	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
The Writing Process	**7.W.4: (cont.)** • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Use technology to generate, produce, and publish writing and link to sources.			
Conventions of Standard English **Grammar and Usage** • Capitalization Punctuation Spelling	**7.W.6.1:** Demonstrate command of English grammar and usage, focusing on:	• Write sentences that begin with varying phrases and clauses. • Identify and use infinitive, appositive, and prepositional phrases.	• Sentence Analysis • Correct Usage in Context • Quiz	• Appositive phrase • Infinitive phrase • Prepositional phrase • Independent/ • Dependent Clauses	Critical
• Pronouns	**7.W.6.1a: Pronouns –** Students are expected to build upon and continue applying conventions learned previously.	• Use a variety of Pronouns. • Include subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement • Identify and connect vague pronouns.			Critical
WRITING					
• Verbs	**7.W.6.1b: Verbs –** Recognizing and correcting problems with subject/verb agreement.	• Use correct subject/ verb agreement.			Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
• Adjectives • Adverbs	**7.W.6.1c: Adjectives and Adverbs –** Students are expected to build upon and continue applying conventions learned previously.	• Write sentences using relative adverbs . • Explain their function.			Critical
• Phrases • Clauses	**7.W.6.1d: Phrases and Clauses –** Recognizing and correcting misplaced and dangling modifiers.	• Identify misplaced and dangling modifiers			Critical
Conventions of St andard English • Usage	**7.W.6.1e: Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	• Write using a variety of sentence structures.			Critical
• Conventions	**7.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	• Use correct capitalization, punctuation, and spelling in daily work.			Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
• Capitalization	**7.W.6.2a: Capitalization –** Students are expected to build upon and continue applying conventions learned previously. [Applying correct usage of capitalization in writing.]	• Use correct capitalization usage in daily work.			Critical
• Punctuation	**7.W.6.2b: Punctuation –** Using commas with subordinate clauses.	• Use commas correctly in complex sentences.			Critical
• Spelling	**7.W.6.2c: Spelling –** Students are expected to build upon and continue Applying conventions learned previously.	• Use correct spelling conventions, patterns, and generalizations in daily writing.			Critical

WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language…

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**

Level 6 - Reaching

English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas	• A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas	• Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas specific to particular content areas	• Compound and some complex grammatical constructions • Sentence patterns across content areas	• Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social, instructional and some content-related words and phrases

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WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

WIDA

WIDA ELD Standards

Standard 1 – Social & Instructional Language

- English language learners communicate for **social and instructional** purposes in the school setting.

Standard 2 – Language of Language Arts

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 – Language of Mathematics

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.

Standard 4 – Language of Science

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**.

Standard 5 – Language of Social Studies

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

GRADE LEVEL: 6-8 Grade   **SUBJECT: EL (ENGLISH LERNER) ENGLISH LANGUAGE ARTS**   **DATE: 2018-2019**

GRADING PERIOD: QUARTER 3   **MASTER COPY 5/16/2019**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
Key Ideas and Textual Support • Inferences	**7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate important Textual evidence to support analysis. • Analyze explain Inferences drawn from the text.	• Constructed response • Quizzes	• Inference • Text evidence • Central Idea	Critical
• Theme • Analysis • Central Idea • Summarize	**7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	• Analyze and describe the development of a theme. • Develop objective Summary.	• Constructed Response • Quizzes • Test • Objective summary	• Theme • Analysis • Central Idea • Objective Summary	Critical
• Analysis • Elements	**7.RL.2.3:** Analyze the Interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	• Analyze and identify elements of literature. • Compare story elements in historical fiction to historical non-fiction pieces.	• Discussion • Quizzes • Test • Plot Chart	• Setting • Plot • Characterization	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
Structural Elements and Organization • Plot Structure	**7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	• Distinguish structural elements of historical fiction. • Explain how the structure contributes to its meaning and plot.	•Class Discussion • Constructed Response • Plot chart	• Plot Conflict • Climax • Parallel Structure	Critical
• Point of View	**7.RL.3.2:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	• Identify a variety narrators/voices including first, second, and third person. •Describe how the narrator impacts mood/tone.	•Class Discussion • Checks for Learning • Test	• First person • Second person • Third person (Limited, Objective, and Omniscient) • Persuasive • Mood • Tone	Critical
• Compare and Contrast	**7.RL.4.2:** 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.	• Compare and contrast time, place, or character of a fictional portrayal to historical account. • Evaluate how an author uses or alters history.	• Character Chart •Class Discussion	• Fictional • Historical	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: NONFICTION					
Key Ideas and Textual Support • Textual Evidence	**7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Cite textual evidence. • Draw inferences.	•Graphic Organizers • Checks for Understanding • Quizzes	• Inferences • Text Evidence	Critical
• Central Idea	**7.RN.2.2:** Analyze the development of two or More central ideas over the course of a text; provide a detailed, objective summary of the text.	• Create objective Summary that has an introduction, body, and conclusion.	• Written Summaries		Critical
• Analysis of Interactions	**7.RN.2.3:** 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).	• Explain how a person, event, or idea is introduced and elaborated on in a text.	• Class discussion • Small group discussion • Constructed response	• Plot	Critical
Structural Elements and Organization • Text Structure	**7.RN.3.2:** 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.	•Identify main concepts and features.	•Graphic Organizer • Quizzes	• Text Features • Craft	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: NONFICTION					
• Authors' Perspective	**7.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	• Evaluate and contrast different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	• Class discussion • Checks for Understanding	• Authors Purpose	Critical
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims • Faulty Reasoning	**7.RN.4.1:** 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, noting instances of bias and stereotyping.	• Apply knowledge of claims and arguments. • Identify instances of bias and stereotyping.	•Claims and Arguments •Graphic Organizer	•Types of Writing	Critical
READING: VOCABULARY					
Vocabulary Building • Context Clues	**7. RV.2.1:** Use context to determine or clarify the meaning of words and phrases.	• Use context to select enhanced vocabulary. • Use an online/print thesaurus to help solve a problem or find a synonym.	•Revision Process for Writing		Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Writing Genres **Argumentative** • Claims • Arguments	**7.W.3.1:** Write arguments in a variety of forms that • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with Logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence • Provide a concluding statement or section that follows from and support the argument presented.	• Introduce claim(s) • Acknowledge alternate or opposing claims. • Use appropriate organizational structures. • Support claims • Demonstrate an understanding of the topic or text. •Establish and maintain a consistent style and tone. • Use effective transitions. • Provide a concluding statement. • Support the argument presented with evidence.	• Responses to Literature •Graphic Organizer	• Textual Evidence	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Informative Compositions •Graphic Organizers • Text Using Precise Vocabulary	**7.W.3.2:** Write informative compositions in a variety of forms that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and Content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a Style appropriate to purpose and audience.	•Introduce a topic clearly. •Organize ideas, concepts, and information. • Include formatting, graphics, and multimedia. • Develop the topic. • Use appropriate transition. • Choose language and content. • Use specific vocabulary. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement that supports the information.	•Teacher Created Rubric	• Transitions	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Informative Compositions	**7.W.3.2: (cont.)** • Provide a concluding statement or section that follows from and supports the information or explanation presented.				
Narrative Compositions • Establishment of Point of View • Organization of Event Sequence • Utilization of Narrative Techniques	**7.W.3.3:** Write narrative compositions in a variety of forms • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	•Establish point of view. • Organize an event sequence. • Use a variety of transitions. • Use narrative techniques. • Use precise words. • Provide an ending that reflects on the narrated experience.	• Short Writings •Teacher Created Rubric •Editing Process (use of precise words)	• Narrative	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Writing Genres **Narrative Compositions**	**W.7.3.3: (cont.)** • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or char acters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.				
The Writing Process • Revision of Written Works	**7.W.4:** Apply the writing process to • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	• Plan and develop • Draft •Revise using appropriate reference material. • Rewrite • Try a new approach • Edit to produce and strengthen writing that is clear and coherent • Use technology to interact and collaborate with others.	•Teacher Created Rubric • Peer Editing	• Revision • Proofreading • Editing	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
The Writing Process	**7.W.4: (cont.)** • Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Use technology generate, produce, and publish writing and link to sources.			
Conventions of Standard English **Grammar and Usage** • Capitalization Punctuation Spelling	**7.W.6.1:** Demonstrate command of English grammar and usage.	• Write sentences that begin with varying phrases and clauses. • Identify and use infinitive, appositive, and prepositional phrases.	•Sentence Analysis •Correct Usage in Context • Quiz	• Appositive phrase •Infinitive phrase • Prepositional phrase • Independent • Dependent clauses • Subject-Verb agreement	Critical
• Pronouns	**7.W.6.1a: Pronouns –** Students are expected to build upon and continue applying conventions learned previously.	• Use a variety of pronouns • Include subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement • Identify and connect vague pronouns.			Critical
• Verbs	**7.W.6.1b: Verbs –** Recognizing and correcting problems with subject /verb agreement.	Identify and correct problems with subject/ verb agreement.			Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Conventions of Standard English • Adjectives • Adverbs	**7.W.6.1c: Adjectives and Adverbs –** Students are expected to build upon and continue applying conventions learned previously.	• Write sentences using relative adverbs • Explain their function			Critical
• Phrases • Clauses	**7.W.6.1d: Phrases and Clauses –** Recognizing and correcting misplaced and dangling modifiers.	• Identify and correct misplaced and dangling modifiers			Critical
• Usage	**7.W.6.1e: Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	• Write using a variety of sentence structures			Critical
• Conventions	**7.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	• Use correct capitalization, punctuation and spelling in daily work.			Critical
• Capitalization	**7.W.6.2a: Capitalization –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct capitalization usage in daily work.			Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Conventions of Standard English • Punctuation	• **7.W.6.2b: Punctuation –** Using commas with subordinate clauses.	• Use commas appropriately in complex sentences.			Critical
• Spelling	**7.W.6.2c: Spelling –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct spelling conventions, patterns, and generalizations in daily writing.			Critical

WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language...

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas	• A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas	• Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas specific to particular content areas	• Compound and some complex grammatical constructions • Sentence patterns across content areas	• Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social, instructional and some content-related words and phrases

WiDA

WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

WIDA™

WIDA ELD Standards

Standard 1 – Social & Instructional Language

- English language learners communicate for **social and instructional** purposes in the school setting.

Standard 2 – Language of Language Arts

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 – Language of Mathematics

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.

Standard 4 – Language of Science

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**.

Standard 5 – Language of Social Studies

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

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GRADE LEVEL: 6-8   **SUBJECT: EL (ENGLISH LERNER) ENGLISH LANGUAGE ARTS**   **DATE: 2018-2019**

GRADING PERIOD: QUARTER 4   **MASTER COPY 5/16/19**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
Key Ideas and Textual Support • Inferences	**7.RL.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Locate inferences. • Explain impact of inference. • Cite textual evidence.	• Constructed response	• Inference • Text evidence	Critical
• Theme • Analysis • Central Idea	**7.RL.2.2:** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	• Analyze and support theme or central idea in a work of literature. • Provide summary.	• Constructed Response • Note Taking • Test	• Theme • Analysis • Central Idea	Critical
• Analysis	**7.RL.2.3:** Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).	• Identify and analyze elements of literature and poetic devices used in prose.	• Discussion • Test • Plot Chart • Note Taking	• Analysis • Setting	Critical
Structural Elements and Organization • Plot Structure	**7.RL.3.1:** Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.	• Distinguish structural elements of a piece of literature. • Analyze and describe how structural elements contribute to meaning.	• Constructed Response • Plot chart	• Plot • Conflict • Climax	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: LITERATURE					
• Point of View	**7.RL.3.2:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	• Identify a variety narrators/voices including first, second, and third person in a piece of literature. • Describe how the narrator impacts mood/ tone in a piece of literature.	• Class Discussion • Quiz • Checks for Learning • Test	• First person • Second person • Third person (Limited, Objective, and Omniscient) • Persuasive • Mood • Tone	Critical
READING: NONFICTION					
Key Ideas and Textual Support • Textual Evidence	**7.RN.2.1:** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	• Cite textual evidence. • Draw inferences. • Identify main points.	• Checks for Understanding • Outline	• Parts of a Non-Fiction Book	Critical
• Central Idea	**7.RN.2.2:** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	• Summarize a topic.	• Outline • Summary	• Summarize	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: NONFICTION					
• Interactions	**7.RN.2.3:** 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).	• Explain how a person, event, or idea is introduced and elaborated on in a text.	• Class discussion • Small group discussion • Constructed response • Media presentations		Critical
Structural Elements and Organization • Analysis of Text Structure	**7.RN.3.2:** 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.	• Identify main concepts and features.	• Graphic Organizer • Quizzes	• Text Structure	Critical
• Authors' Perspective	7.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	• Evaluate and contrast different authors' purpose in a text. • Critique and explain whether a source is credible based on an author's perspective.	• Class discussion • Checks for Understanding	• Authors Purpose	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
READING: NONFICTION					
Synthesis and Connection of Ideas • Supported Claims • Non supported Claims • Faulty Reasoning	**7.RN.4.1:** 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, noting instances of bias and stereotyping.	• Evaluate and support credibility of information.	• Class discussion	• Credible sources • Bias • Stereotyping	Critical
READING: VOCABULARY					
Vocabulary Building • Context Clues	**7. RV.2.1:** Use context to determine or clarify the meaning of words and phrases.	• Use context to select enhanced vocabulary.	• Revision Process		Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Writing Genres Argumentative • Claims and Arguments	**7.W.3.1:** Write arguments in a variety of forms that: • Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	• Introduce claim(s). • Acknowledge alternate or opposing claims. • Use appropriate organizational structures. • Support claims • Demonstrate an understanding of the topic or text. • Establish and maintain a consistent style and tone. • Use effective transitions. • Provide a concluding statement. • Support the argument presented with evidence.	• Responses to Literature • Graphic Organizer		Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Informative Compositions • Graphic Organizers • Development of Text Using Precise Vocabulary	**7.W.3.2:** Write informative compositions in a variety of forms that: • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, ta bles), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various so urces and texts. • Use appropriate transitions to create cohesion and clarify the relationships among idea and concepts.	• Introduce a topic clearly. • Organize ideas, concepts, and information. • Include formatting, graphics, and multimedia. • Develop the topic. • Use appropriate transition. • Choose language and content. • Use specific vocabulary. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement that supports the information.	• Speech • Teacher Created Rubric		Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Writing Genres **Informative Compositions**	**W.3.2: (cont.)** • Choose language and Content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to purpose and audience. • Provide a concluding statement or section that follows from and support the information or explanation presented.				
Narrative Compositions • Establishment of Point of View • Organization of Event Sequence • Utilization of Narrative Techniques	**7.W.3.3:** Write narrative compositions in a variety of forms. • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	• Establish point of view. • Organize an event sequence. • Use a variety of transitions. • Use narrative techniques. • Use precise words. • Provide an ending that reflects on the narrated experience.	• Short Writings • Teacher Created Rubric • Editing Process (use of precise words)		Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Writing Genres **Narrative Compositions**	**W.7.3.3: (cont.)** • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.				

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
The Writing Process • Revision of Written Works	**7.W.4:** Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.	• Plan and develop. • Draft. • Revise using appropriate reference material. • Rewrite. • Try a new approach. • Edit to produce and strengthen writing that is clear and coherent. • Use technology to interact and collaborate with others. • Use technology generate, produce, and publish writing and link to sources.	• Teacher Created Rubric • Speech • Final Writing Product • Peer Editing		Critical
Conventions of Standard English **Grammar and Usage** • Capitalization Punctuation Spelling	**7.W.6.1:** Demonstrate command of English grammar and usage.	• Write sentences that begin with varying phrases and clauses. • Identify and use infinitive, appositive, and prepositional phrases.	• Sentence Analysis • Correct Usage in Context • Quizzes • Grammar Test	• Appositive phrase • Infinitive phrase • Prepositional phrase • Independent/ • Dependent clauses • Subject-Verb Agreement	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
• Pronouns	**7.W.6.1a: Pronouns** – Students are expected to build upon and continue applying conventions learned previously.	• Use a variety of Pronouns. • Include subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement. • Identify and connect vague pronouns.			Critical
• Verbs	**7.W.6.1b: Verbs** – Recognizing and correcting problems with subject/verb agreement.	• Identify and correct problems with subject/ verb agreement.			Critical
• Adjectives • Adverbs	**7.W.6.1c: Adjectives and Adverbs** – Students are expected to build upon and continue applying conventions learned previously.	• Write sentences using relative adverbs. • Explain their function.			Critical
• Phrases • Clauses	**7.W.6.1d: Phrases and Clauses** – Recognizing and correcting misplaced and dangling modifiers.	• Identify and correct misplaced and dangling modifiers.			Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
Conventions of Standard English • Usage	**7.W.6.1e: Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	• Write using a variety of sentence structures.			Critical
• Conventions	**7.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	• Use correct capitalization, punctuation, and spelling in daily work.			Critical
• Capitalization	**7.W.6.2a: Capitalization –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct capitalization usage in daily work.			Critical
• Punctuation	**7.W.6.2b: Punctuation –** Using commas with subordinate clauses.	• Use commas appropriately in complex sentences.			Critical
• Spelling	**7.W.6.2c: Spelling –** Students are expected to build upon and continue applying conventions learned previously.	• Use correct spelling conventions, patterns, and generalizations in daily writing.			Critical

WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language…

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**

Level 6 - Reaching

English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas	• A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas	• Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas specific to particular content areas	• Compound and some complex grammatical constructions • Sentence patterns across content areas	• Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social, instructional and some content-related words and phrases

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WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use…

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

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WIDA ELD Standards

Standard 1 – Social & Instructional Language

- English language learners communicate for **social and instructional** purposes in the school setting.

Standard 2 – Language of Language Arts

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 – Language of Mathematics

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.

Standard 4 – Language of Science

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**.

Standard 5 – Language of Social Studies

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

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