

Grade 1 ELA Curricular Frameworks with ELL Scaffolds

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: RL.1.1, RI.1.1, and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.1.1. Ask and answer questions about key details in a text. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.1.1. Ask and answer questions about key details in a text. • WIDA ELD 3, 4 or 5 depending on context <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Understand what key details are. • Determine what key details are in a text. • Recall key details of text. • Ask and answer questions about key details. • Ask and prompt who, what where, when, why and how regarding details of a text. • Answer when prompted and use key details from the text. • Ask and answer questions about key details, with support. 	<ul style="list-style-type: none"> • VU: Details, text • LFC: Question words, verb phrases • LC: Varies by ELP levels

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.1.1 and RI.1.1)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Orally answer yes/no or either/or questions with single words about details in an appropriately leveled story.	Orally answer who, when, where questions in phrases or short sentences from an appropriately leveled text.	Orally answer “Wh” questions in simple sentences using an appropriately leveled text.	Orally answer questions in complete sentences using details from an adapted grade level text.	Orally answer questions in complete sentences using grade level vocabulary about key details in a grade level story.
Supports	<ul style="list-style-type: none"> • Story Map • Word Wall • Visuals • Gestures • L1 support 	<ul style="list-style-type: none"> • Story Map • Word Wall • Visuals • Sentence Frames • L1 support 	<ul style="list-style-type: none"> • Story Map • Word Wall • Visuals 	<ul style="list-style-type: none"> • Story Map • Word Wall 	<ul style="list-style-type: none"> • Story Map

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: RL.1.3, RI.1.3 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.1.3. Describe characters, settings, and major event(s) in a story, using key details • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify key story details. • Provide a description of characters in a story using key details. • Provide a description of the setting of a story using key details. • Provide a description of the major events in a story using key details. 	<ul style="list-style-type: none"> • VU: Connection, event, setting • LFC: Sentences with descriptive phrases • LC: Varies by ELP levels

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.1.3 and RI.1.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Orally answer yes/no or either/or questions with single words about details in an appropriately leveled story.	Orally answer who, when, where questions in phrases or short sentences from an appropriately leveled text.	Orally answer “Wh” questions in simple sentences using an appropriately leveled text.	Orally answer questions in complete sentences using details from an adapted grade level text.	Orally answer questions in complete sentences using grade level vocabulary about key details in a grade level story.
Supports	<ul style="list-style-type: none"> • Story Map • Word Wall • Visuals • Gestures • L1 support 	<ul style="list-style-type: none"> • Story Map • Word Wall • Visuals • Sentence Frames • L1 support 	<ul style="list-style-type: none"> • Story Map • Word Wall • Visuals 	<ul style="list-style-type: none"> • Story Map • Word Wall 	<ul style="list-style-type: none"> • Story Map

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: RI.1.4 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify words in text where the meaning is unclear or unknown. • Ask and answer questions to help understand what words and phrases mean in the text. • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content. • Use strategies when faced with an unknown word. 	<ul style="list-style-type: none"> • VU: Strategy, words from text • LFC: Ask and answer questions about vocabulary words • LC: Varies by ELP levels

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard R.I.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Ask questions to help understand what words and phrases mean in the text using L1 and/or with single words.	Ask questions to help understand what words and phrases mean in the text using phrases.	Ask and answer questions to help understand what words and phrases mean in the text using simple sentences.	Ask and answer questions to help understand what words and phrases mean in the text with clear details using complete sentences.	Ask and answer questions to help understand what words and phrases mean in the text by using complex sentences.
Supports	<ul style="list-style-type: none"> • Illustrations/ Diagrams • Drawings • Word/picture wall • Partner • L1 support • Sentence frame 	<ul style="list-style-type: none"> • Illustrations/ Diagrams • Word/picture wall • Partner • L1 support • Sentence starter 	<ul style="list-style-type: none"> • Word/picture wall • Partner • L1 support • Sentence starter 	<ul style="list-style-type: none"> • Word wall • Partner 	<ul style="list-style-type: none"> • Partner

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: RI.1.6 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Determine the difference between information gained by examining pictures and information gained from the words in the text. • Identify the difference between what pictures show and what the words in the text say. 	<ul style="list-style-type: none"> • VU: Pictures, difference • LFC: Compare and contrast sentences; different, same • LC: Varies by ELP levels

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard R.I.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Orally compare and contrast the purposes of informational text features in L1 and/or in a leveled text using single words and phrases.	Orally compare and contrast the purposes of informational text features in L1 and/or in a leveled text using phrases or short sentences.	Orally compare and contrast the purposes of informational text features in a leveled text using simple sentences.	Orally compare and contrast the purposes of informational text features in a leveled text using expanded and some complex sentences.	Orally compare and contrast the purposes of informational text features in a grade level text using complex sentences.
Supports	<ul style="list-style-type: none"> • L1 support • Partner work • Word/Picture Wall • Venn Diagram 	<ul style="list-style-type: none"> • L1 support • Partner work • Word/Picture Wall • Venn Diagram 	<ul style="list-style-type: none"> • Venn Diagram • Partner work • Word Wall 	<ul style="list-style-type: none"> • Venn Diagram • Word Wall 	<ul style="list-style-type: none"> • Venn Diagram • Word Wall

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: RI.1.7 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• RI.1.7. Use illustrations and details in a text to describe its key details.• WIDA ELD 3, 4, 5<ul style="list-style-type: none">○ Reading○ Speaking○ Listening	<ul style="list-style-type: none">• Interpret illustrations to develop a better understanding of the text.• Identify an illustration that helps describe the key details.• Explain how illustrations describe important key details.• Describe a text using the details.	<ul style="list-style-type: none">• VU: Illustration• LFC: This picture helps me to understand....• LC: Varies by ELP levels

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard R.I.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read a leveled text and identify the picture in L1 and/or read single words and match the pictures.	Read a leveled text and identify the picture in L1 and/or match the picture using phrases and short sentences.	Read a leveled text and identify the details from picture using simple related sentences with repetitive structures.	Read leveled text and identify the details of a picture that describes the text using complete sentences.	Read a grade level reading selection and identify the details of a picture that describes the text using multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Picture • Illustrations • Drawings • Word/picture wall • Partner • L1 support • Leveled text 	<ul style="list-style-type: none"> • Picture • Illustrations • Word/picture wall • Partner • L1 support • Leveled text 	<ul style="list-style-type: none"> • Picture & Illustrations • Partner • Word/picture wall • Leveled text 	<ul style="list-style-type: none"> • Illustrations • Word wall • Leveled text 	<ul style="list-style-type: none"> • Illustrations

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: RL.1.10, RI.1.10 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RL.1.10. With prompting and support, read informational texts at grade level complexity or above. • WIDA ELD 3, 4, 5 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Participate in reading activities, either in a group or independently. • Articulate the purpose of the reading activities. • Model and develop engaging reading habits that lead to reading increasingly complex texts independently. 	<ul style="list-style-type: none"> • VU: Purpose • LFC: Explanatory phrases, quotation marks • LC: Varies by ELP levels

Grade 1 Unit 2 Reading Literature and Reading Informational

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.1.10 and R.I.1.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Read grade-level prose, poetry and informational text in L1 and/or single words of leveled prose and poetry in English.	Read grade-level prose, poetry and informational text in L1 and/or phrases of leveled prose and poetry in English.	Read short sentences of leveled prose, poetry and informational text	Read complete sentences of leveled and grade level prose, poetry and informational text.	Read grade-level prose, poetry and informational text.
Supports	<ul style="list-style-type: none"> • Leveled prose, poetry and informational texts • Mentor texts • L1 support • Partner 	<ul style="list-style-type: none"> • Leveled prose, poetry and informational texts • Mentor texts • L1 support • Partner 	<ul style="list-style-type: none"> • Leveled prose, poetry and informational texts • Mentor texts • Partner 	<ul style="list-style-type: none"> • Leveled prose, poetry and informational texts • Mentor texts 	<ul style="list-style-type: none"> • None

Grade 1 Unit 2 Reading Foundation

Unit 2: RF.1.1, RF.1.1.A and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.<ul style="list-style-type: none">○ RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).• WIDA ELD 2<ul style="list-style-type: none">○ Reading○ Speaking○ Listening	<ul style="list-style-type: none">• Understand how a sentence is organized.• Identify the first word of a sentence.• Identify the capitalization used to begin the sentence.• Identify the various types of end punctuation.	<ul style="list-style-type: none">• VU: Sentence, capitalization, punctuation, period, question mark• LFC: Interrogative and declarative statements• LC: Varies by ELP levels

Grade 1 Unit 2 Reading Foundation

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.1.1 and RF.1.1.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify punctuation marks and capital letters at the beginning of sentences.	Identify simple sentences written with correct capitalization and punctuation.	Identify simple sentences written with correct capitalization and punctuation.	Identify expanded sentences written with correct capitalization and punctuation.	Identify complex sentences written with correct capitalization and punctuation.
Supports	<ul style="list-style-type: none"> • Partner work • Word Wall • Visuals • L1 support • Anchor charts 	<ul style="list-style-type: none"> • Partner work • Word Wall • Visuals • L1 support • Anchor charts 	<ul style="list-style-type: none"> • Partner work • Word Wall • Anchor charts 	<ul style="list-style-type: none"> • Word Wall • Anchor chart 	<ul style="list-style-type: none"> • Anchor chart

Grade 1 Unit 2 Reading Foundation

Unit 2: RF.1.2, RF.1.2.A, RF.1.2.B, RF.1.2.C and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> ○ RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words. ○ RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ○ RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify the long and short vowel sounds in words. • Explain the difference between the long and short vowel sounds. • Produce the sound for each letter and blend to make a word. • Discern letter sounds at the beginning, middle, and end of words. • Take apart a word by sounds. • Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words. 	<ul style="list-style-type: none"> • VU: Long and short vowels, CVC • LFC: Explanatory phrases • LC: Varies by ELP levels

Grade 1 Unit 2 Reading Foundation

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.1.2, RF.1.2.A, RF.1.2.B and RF.1.2.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Distinguish between long and short vowel sounds with common known words (cat, rain).	Distinguish between long and short vowel sounds with familiar words.	Distinguish between long and short vowel using general words chosen from appropriate text.	Distinguish between long and short using technical vocabulary chosen from the text	Distinguish between long and short using nonsense words and technical vocabulary chosen from the text
	Identify and pronounce the initial, medial vowel, and final sounds of single-syllable, known, familiar words.	Identify and pronounce the initial, medial vowel, and final sounds given in simple sentences of single-syllable, known, grade-level words.	Identify and pronounce the initial, medial vowel, and final sounds given in expanded sentences of single-syllable, content-based, grade-level words.	Identify and pronounce the initial, medial vowel, and final sounds of single-syllable, content-based, grade-level words.	Identify and pronounce the initial, medial vowel, and final sounds of single-syllable, nonsense and content-based, grade-level words.
Supports	<ul style="list-style-type: none"> • Consonant and vowel charts • Gestures • Letter tiles • Pictures • L1 support • Teacher modeling 	<ul style="list-style-type: none"> • Consonant and vowel charts • Gestures • Letter tiles • Pictures • L1 support • Teacher modeling 	<ul style="list-style-type: none"> • Consonant and vowel charts • Pictures • Gestures • Letter tiles • Partner 	<ul style="list-style-type: none"> • Consonant and vowel charts • Gestures • Word wall 	<ul style="list-style-type: none"> • Consonant and vowel charts • Gestures

Grade 1 Unit 2 Reading Foundation

Unit 2: RF.1.3, RF.1.3.A, RF.1.3.B, RF.1.3.C and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs. ○ RF.1.3.B. Decode regularly spelled one-syllable words. ○ RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • Identify digraphs in orally produced words. • Produce the letters that make the sounds in words with digraphs. • Use specific strategies to decode words with digraphs. • Produce the letter sounds to make a one-syllable word. • Identify irregularly spelled words when reading. • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding. 	<ul style="list-style-type: none"> • VU: Digraphs, words in text • LFC: Decoding phonemes • LC: Varies by ELP levels

Grade 1 Unit 2 Reading Foundation

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.1.3, RF.1.3.A, RF.1.3.B and RF.1.3.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Decode familiar words with consonant digraphs by repeating them.	Decode familiar words with consonant digraphs by saying them.	Decode content-based familiar words with consonant digraphs by saying them.	Decode content-based familiar and some nonsense words with consonant digraphs by saying them and spelling them.	Decode content-based nonsense and unfamiliar words with consonant digraphs by saying them.
	Decode familiar words with final –e and vowel teams by repeating them after listening to a simple command in English.	Decode familiar words with final –e and vowel teams by reading them after listening to a single step command in English.	Decode familiar words with final –e and vowel teams by reading them, after listening to a two-step command.	Decode familiar and some nonsense words with final –e and vowel teams by reading them after listening to a multi-step command.	Decode nonsense and unfamiliar words with final –e and vowel teams by reading them after listening to a multi-step command.
Supports	<ul style="list-style-type: none"> • Picture/word cards • Sound-symbol chart • Letter tiles • Teacher modeling • L1 support 	<ul style="list-style-type: none"> • Picture/word cards • Sound-symbol chart • Letter tiles • L1 support 	<ul style="list-style-type: none"> • Picture/word cards • Sound-symbol chart • Letter tiles 	<ul style="list-style-type: none"> • Sound-symbol chart • Letter tiles 	<ul style="list-style-type: none"> • Sound-symbol chart

Grade 1 Unit 2 Reading Foundation

Unit 2: RF.1.4, RF.1.4.A, RF.1.4.B and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• RF.1.4. Read with sufficient accuracy and fluency to support comprehension.<ul style="list-style-type: none">○ RF.1.4.A. Read grade-level text with purpose and understanding.○ RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings• WIDA ELD 2<ul style="list-style-type: none">○ Reading○ Speaking	<ul style="list-style-type: none">• Understand grade-level text when reading.• Read grade-level text aloud, making minimal errors.• Reread text to better understand what was read, when necessary.• Use appropriate expression and inflection when reading text aloud.	<ul style="list-style-type: none">• VU: Expression• LFC: Use intonation when reading• LC: Varies by ELP levels

Grade 1 Unit 2 Reading Foundation

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.1.4, RF.1.4.A and RF.1.4.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify purpose of story by referring to pictures and prior knowledge and use appropriate expression and inflection when reading single words, high frequency vocabulary.	Identify purpose of story about a story by referring to pictures and prior knowledge and use appropriate expression and inflection when reading phrases or short sentences and common vocabulary.	Identify purpose of story by referring to pictures and prior knowledge and use appropriate expression and inflection when reading simple sentences and general vocabulary.	Identify purpose of story by referring to pictures and prior knowledge and use appropriate expression and inflection when reading complete sentences and content based vocabulary.	Identify purpose of story by referring to pictures and prior knowledge and use appropriate expression and inflection when reading complex, detailed sentences and content based vocabulary.
Supports	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • L1 support • Partner work • Cloze sentences 	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • L1 support • Partner work • Sentence Frames 	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • Partner work 	<ul style="list-style-type: none"> • Word Wall • Pictures/Photographs 	<ul style="list-style-type: none"> • None

Grade 1 Unit 2 Writing

Unit 2: W.1.2 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Writing	<ul style="list-style-type: none">• Discern fact from opinion.• Introduce a topic that is well known.• Include some facts about a topic.• Write a closing statement.	<ul style="list-style-type: none">• VU: Fact, opinion• LFC: Simple related sentences• LC: Varies by ELP levels

Grade 1 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.1.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write an informational text adding details in L1, and/or write or draw single words in English, incorporating high-frequency vocabulary.	Write an informational text adding details in L1, and/or write or draw short phrases in English, incorporating general vocabulary.	Write an informational text with details using simple sentences incorporating general and content-based vocabulary.	Write an informational text in complete sentences adding details incorporating key, content-based vocabulary.	Write an informational text in multiple, complex sentences in order to add details about a topic incorporating content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Word Wall • Teacher Support • Visuals • Graphic Organizers • L1 support 	<ul style="list-style-type: none"> • Word Wall • Teacher Support • Visuals • Graphic Organizers • L1 support 	<ul style="list-style-type: none"> • Word Wall • Visuals • Graphic Organizers 	<ul style="list-style-type: none"> • Word Wall • Graphic Organizers 	<ul style="list-style-type: none"> • Graphic Organizers

Grade 1 Unit 2 Writing

Unit 2: W.1.3 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.• WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking	<ul style="list-style-type: none">• Tell events in a sequence.• Describe events using details.• Use sequence words to show order of events (e.g., now, when, then).• End with a closing sentence.	<ul style="list-style-type: none">• VU: Sequence words• LFC: Transitional sequence words, paragraph• LC: Varies by ELP levels

Grade 1 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.1.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Write single sequence words under illustrations about two events.	Write simple phrases about two events.	Write simple sentences about two events with general vocabulary and transitional words.	Compose narrative about two events with complete sentences, common and grade level vocabulary, and transitional words.	Compose narrative about two events using complex sentences, grade level vocabulary and transitional words and a closing sentence.
Supports	<ul style="list-style-type: none"> • Graphic organizer • Word Wall • Pictures/ Photographs • L1 support • Partner work 	<ul style="list-style-type: none"> • Graphic organizer • Word Wall • Pictures/ Photographs • L1 support • Partner work 	<ul style="list-style-type: none"> • Graphic organizer • Word Wall • Pictures/ Photographs • Partner work 	<ul style="list-style-type: none"> • Graphic organizer • Word Wall 	<ul style="list-style-type: none"> • Graphic Organizers

Grade 1 Unit 2 Writing

Unit 2: W.1.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.• WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking	<ul style="list-style-type: none">• Explain what was written when questions are asked by adults and peers.• Reflect on writing and make changes.• Add descriptive words and details.• Attempt to recognize and correct spelling, grammar and punctuation errors.	<ul style="list-style-type: none">• VU: Reflect, edit, revise• LFC: Descriptive words, edit spelling, grammar, punctuation• LC: Varies by ELP levels

Grade 1 Unit 2 Writing

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.1.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Exchange ideas about a topic by responding in L1 and/or to wh – questions in English and add one-word or picture details to writing.	Exchange ideas about a topic by responding in L1 and/or in short phrases to add one or two word details to writing incorporating general vocabulary.	Exchange ideas by speaking in simple sentences in order to add simple sentence length details about a topic incorporating general and content-based vocabulary.	Exchange ideas by speaking in complete sentences in order to add sentence length and details about a topic incorporating content-based vocabulary.	Exchange ideas by speaking in complex sentences in order to add complex sentence length details about a topic incorporating content- based vocabulary.
Supports	<ul style="list-style-type: none"> • Word wall • Teacher support • L1 support • Visuals • Graphic organizer 	<ul style="list-style-type: none"> • Word wall • Teacher support • L1 support • Visuals • Graphic organizer 	<ul style="list-style-type: none"> • Word wall • Peer support • Graphic organizer 	<ul style="list-style-type: none"> • Word wall 	<ul style="list-style-type: none"> • Word wall

Grade 1 Unit 2 Speaking and Listening

Unit 2: SL.1.1, SL.1.1.A, SL.1.1.B and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ○ SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Listening ○ Speaking 	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and text. • Follow agreed upon rules for listening to others and taking turns speaking about topics and text. • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker). • Use strategies to respond to the comments of others to build the conversation. 	<ul style="list-style-type: none"> • VU: Take turns, eye contact, build on, agree • LFC: Use strategies to extend conversation • LC: Varies by ELP levels

Grade 1 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.1.1, SL.1.1.A, SL.1.1.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion with a partner in L1 and/or using single words.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion with a partner using phrases.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion with a partner using simple sentences.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion in small groups using complete sentences.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion in small groups using complex sentences in extended discourse.
Supports	<ul style="list-style-type: none"> • Cue Cards • Manipulatives • Word Wall • Pictures/ Photographs • L1 support • Choice questions • Partner work 	<ul style="list-style-type: none"> • Cue Cards • Manipulatives • Word Wall • Pictures/ Photographs • L1 support • Partner work • Sentence Frames 	<ul style="list-style-type: none"> • Cue Cards • Manipulatives • Word Wall • Template • Partner work 	<ul style="list-style-type: none"> • Cue cards • Word wall • Partner 	<ul style="list-style-type: none"> • Cue cards

Grade 1 Unit 2 Speaking and Listening

Unit 2: SL.1.2 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.• WIDA ELD 2<ul style="list-style-type: none">○ Listening○ Speaking	<ul style="list-style-type: none">• Ask and answer questions about a text read aloud or information through other media to better student understanding.• Practice asking questions for clarification of key details.• Actively listen to presented information to answer questions.	<ul style="list-style-type: none">• VU: Clarification questions• LFC: Ask and answer questions• LC: Varies by ELP levels

Grade 1 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.1.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Actively listen to and answer questions about a text read aloud or information presented through other media in L1 and/or using single words.	Actively listen to and ask and answer questions about a text read aloud or information presented through other media using phrases.	Actively listen to and ask and answer questions about a text read aloud or information presented through other media using simple sentences.	Actively listen to and ask and answer questions about a text read aloud or information presented through other media using complete sentences.	Actively listen to and ask and answer questions about a text read aloud or information presented through other media using complex sentences in extended discourse.
Supports	<ul style="list-style-type: none"> • Cue Cards • Word Wall • Pictures/ Photographs • L1 support • Choice questions • Partner work 	<ul style="list-style-type: none"> • Cue Cards • Word Wall • Pictures/ Photographs • L1 support • Partner work • Sentence Frames 	<ul style="list-style-type: none"> • Cue Cards • Word Wall • Template • Partner work 	<ul style="list-style-type: none"> • Cue cards • Word wall • Partner 	<ul style="list-style-type: none"> • Cue cards

Grade 1 Unit 2 Speaking and Listening

Unit 2: SL.1.2 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.• WIDA ELD 2<ul style="list-style-type: none">○ Listening○ Speaking	<ul style="list-style-type: none">• Ask and answer questions about a text read aloud or information through other media to better student understanding.• Practice asking questions for clarification of key details.• Actively listen to presented information to answer questions.	<ul style="list-style-type: none">• VU: Clarification questions• LFC: Ask and answer questions• LC: Varies by ELP levels

Grade 1 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.1.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Actively listen to and answer questions about a text read aloud or information presented through other media in L1 and/or using single words.	Actively listen to and ask and answer questions about a text read aloud or information presented through other media using phrases.	Actively listen to and ask and answer questions about a text read aloud or information presented through other media using simple sentences.	Actively listen to and ask and answer questions about a text read aloud or information presented through other media using complete sentences.	Actively listen to and ask and answer questions about a text read aloud or information presented through other media using complex sentences in extended discourse.
Supports	<ul style="list-style-type: none"> • Cue Cards • Word Wall • Pictures/ Photographs • L1 support • Choice questions • Partner work 	<ul style="list-style-type: none"> • Cue Cards • Word Wall • Pictures/ Photographs • L1 support • Partner work • Sentence Frames 	<ul style="list-style-type: none"> • Cue Cards • Word Wall • Template • Partner work 	<ul style="list-style-type: none"> • Cue cards • Word wall • Partner 	<ul style="list-style-type: none"> • Cue cards

Grade 1 Unit 2 Speaking and Listening

Unit 2: SL.1.3 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening	<ul style="list-style-type: none">• Use strategies for asking questions that are on a topic.• Use strategies for understanding and answering questions.	<ul style="list-style-type: none">• VU: Clarify, strategy• LFC: Question formation, question prompts• LC: Varies by ELP levels

Grade 1 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.1.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood in L1 and/or using single words.	Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood using phrases.	Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood using simple sentences.	Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood using complete sentences.	Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood using complex sentences in extended discourse.
Supports	<ul style="list-style-type: none"> • Cue Cards • Word Wall • Pictures/ Photographs • L1 support • Choice questions • Partner work 	<ul style="list-style-type: none"> • Cue Cards • Word Wall • Pictures/ Photographs • L1 support • Partner work • Sentence Frames 	<ul style="list-style-type: none"> • Cue Cards • Word Wall • Template • Partner work 	<ul style="list-style-type: none"> • Cue cards • Word wall • Partner 	<ul style="list-style-type: none"> • Cue cards

Grade 1 Unit 2 Speaking and Listening

Unit 2: SL.1.4 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening	<ul style="list-style-type: none">• Describe familiar people.• Tell about familiar places.• Describe memorable events.• Explain familiar events.• Report facts and details about experiences feelings and emotions.	<ul style="list-style-type: none">• VU: Emotions, describe traits and places• LFC: Syntax (adjective/noun)• LC: Varies by ELP levels

Grade 1 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.1.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Orally describe people, places and events in L1 and/or use illustrations, pictures and key, single words or phrases.	Orally describe people, places and events in L1 and/or use pictures and key phrases and short sentences.	Orally describe people, places and events using key vocabulary in a series of simple, related sentences.	Orally describe people, places and events using key vocabulary in expanded and some complex sentences.	Orally describe people, places and events text using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Native language support • Native language texts • Word/Picture Wall • Sentence frames 	<ul style="list-style-type: none"> • Native language support • Native language texts • Word/Picture Wall • Sentence starters 	<ul style="list-style-type: none"> • Word Wall • Sentence starter 	<ul style="list-style-type: none"> • Word Wall 	<ul style="list-style-type: none"> • None

Grade 1 Unit 2 Speaking and Listening

Unit 2: SL.1.5 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening	<ul style="list-style-type: none">• Add visuals in order to present detailed information to others.• Construct drawings or gather other visual media when describing.• Present information to others using appropriate visual displays to clearly express ideas.	<ul style="list-style-type: none">• VU: Reference words• LFC: These pictures show...• LC: Varies by ELP levels

Grade 1 Unit 2 Speaking and Listening

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.1.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Listen to simple oral descriptions of people, places or things and point to drawings or pictures mentioned using familiar pictures.	Listen to simple oral descriptions of people, places or things and point to drawings or pictures depicted in oral description using familiar pictures or drawings.	Listen to simple oral descriptions of people, places and things and add drawings or pictures depicted in oral description.	Listen to near grade level oral descriptions of people, places and things and add drawings or pictures depicted in oral description.	Listen to complex grade level oral descriptions of people, places and things and add drawings or pictures depicted in oral description.
Supports	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • L1 support • Partner work 	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • L1 support • Partner work 	<ul style="list-style-type: none"> • Word Wall • Template • Partner work 	<ul style="list-style-type: none"> • Word Wall 	<ul style="list-style-type: none"> • None

Grade 1 Unit 2 Speaking and Listening

Unit 2: SL.1.6 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Speaking○ Listening	<ul style="list-style-type: none">• Express thoughts and feelings and ideas in complete sentences.• Speak audibly to naturally express ideas.	<ul style="list-style-type: none">• VU: Rehearse• LFC: Complete sentences• LC: Varies by ELP levels

Grade 1 Unit 1 Speaking and Listening

Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standard SL.1.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Choose the correct subject or verb tense when choosing single words.	Use the correct subject and verb tense when speaking in phrases and short sentences.	Use the correct subject and verb tense when speaking in a series of simple sentences.	Use the correct subject and verb tense when speaking in expanded and some complex sentences.	Use the correct subject and verb tense when speaking in multiple, complex sentences.
Supports	<ul style="list-style-type: none">• Language Reference Sheet• Word/Picture Wall• L1 support	<ul style="list-style-type: none">• Language Reference Sheet• Word/Picture Wall• L1 support	<ul style="list-style-type: none">• Language Reference Sheet• Word Wall	<ul style="list-style-type: none">• Language Reference Sheet	<ul style="list-style-type: none">• None

Grade 1 Unit 2 Language

Unit 2: L.1.1, L.1.1.A, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L1.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ L.1.1.A. Print all upper- and lowercase letters. ○ L.1.1.B. Use common, proper, and possessive nouns. ○ L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ○ L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). ○ L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Writing 	<ul style="list-style-type: none"> • Formation of upper and lowercase letters. • Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading). • Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking. • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking. • Identify different tenses of verbs in reading. • Explain how verbs can express past, present, and future. • Use verb tense to express past, present, and future in writing. 	<ul style="list-style-type: none"> • VU: Upper and lowercase letters, nouns, possessive, singular, plural, verbs • LFC: Proper and common nouns, possessive nouns, verb tense and subject-verb agreement • LC: Varies by ELP levels

Grade 1 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.1.1, L.1.1.A, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Apply correct usage of upper and lower case letters in writing single words.	Apply correct usage of upper and lower case letters in writing phrases.	Apply correct usage of upper and lower case letters in writing simple sentences.	Apply correct usage of upper and lower case letters in writing on complete sentences on near grade level tasks.	Apply correct usage of upper and lower case letters in writing on grade level tasks.
	Use the correct noun type and verb tense when writing or speaking in L1 and/or using Pictures and selected, high-frequency phrases.	Use the correct noun type and verb type when writing or speaking in L1 and/or in common phrases and short sentences.	Use the correct noun type and verb tense when writing or speaking in a series of simple, related sentences.	Use the correct noun type and verb tense when writing or speaking in expanded and some complex sentences.	Use the correct noun type and verb tense when writing or speaking in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Word/Picture Wall • Language Reference Sheet • L1 support • Alphabet Chart 	<ul style="list-style-type: none"> • Word/Picture Wall • Language Reference Sheet • L1 support • Alphabet Chart 	<ul style="list-style-type: none"> • Word/Picture Wall • Language Reference Sheet • Alphabet Chart 	<ul style="list-style-type: none"> • Language Reference Sheet • Alphabet Chart 	<ul style="list-style-type: none"> • Language Reference Sheet • Alphabet Chart

Grade 1 Unit 2 Language

Unit 2: L.1.2, L.1.2.A, L.1.2.B, L.1.2.C, L.1.2.D and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.1.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ L.1.2.A. Capitalize dates and names of people. ○ L.1.2.B. Use end punctuation for sentences. ○ L.1.2.C. Use commas in dates and to separate single words in a series. ○ L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing 	<ul style="list-style-type: none"> • Recognize the names of people, days of the week, and months of the year • Capitalize the appropriate words in the date and the names of people • Identify different types of end punctuation • Apply appropriate end punctuation to writing • Recognize the comma • Explain the purpose and function of a comma • Apply rules for using commas in writing to dates and to single word series • Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation • Apply knowledge of phonemic awareness and spelling conventions to spell untaught words • Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling) 	<ul style="list-style-type: none"> • VU: Days, months, names of people, capitalize, punctuation • LFC: Apply capitalization and punctuation in writing sentences • LC: Varies by ELP levels

Grade 1 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.1.2, L.1.2.A, L.1.2.B, L.1.2.C, L.1.2.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Capitalize familiar, known words. Apply correct usage of commas and end punctuation of simple sentences read aloud.	Apply correct usage of upper case letters in names and dates from lists of words/phrases and apply correct usage of commas and end punctuation for simple sentences.	Apply correct usage of upper case letters in names and dates and apply correct usage of commas and end punctuation when forming simple sentences.	Apply correct usage of upper case letters in names and dates and apply correct usage of commas and end punctuation when forming complete sentences.	Apply correct usage of upper case letters in names and dates and apply correct usage of commas and end punctuation when forming complex detailed sentences.
Supports	<ul style="list-style-type: none"> • Word/Picture Wall • Capitalization and punctuation Reference Sheet • L1 support • Alphabet Chart 	<ul style="list-style-type: none"> • Word/Picture Wall • Capitalization and punctuation Reference Sheet • L1 support • Alphabet Chart 	<ul style="list-style-type: none"> • Word/Picture Wall • Capitalization and punctuation Reference Sheet • Alphabet Chart 	<ul style="list-style-type: none"> • Capitalization & punctuation Reference Sheet • Alphabet Chart 	<ul style="list-style-type: none"> • Capitalization & punctuation Reference Sheet

Grade 1 Unit 2 Language

Unit 2: L.1.5, L.1.5.A, L.1.5.B and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> ○ L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ○ L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). • WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking 	<ul style="list-style-type: none"> • Group words into categories that logically fit together. • Explain why the words belong in a group. • Identify attributes of words put into categories. • Use the attribute to extend the definition of categorized words. 	<ul style="list-style-type: none"> • VU: Attributes, color, size, shape • LFC: These are the same because..... • LC: Varies by ELP levels

Grade 1 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.1.5, L.1.5.A, L.1.5.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Orally explain in L1 and/or dramatize or illustrate the differences why words/pictures are the same.	Orally explain in L1 and/or dramatize why words are in the same group using simple phrases.	Orally explain in simple sentences why certain words belong together.	Orally explain in expanded and some complex sentences why words are categorized in the same group	Orally explain in multiple, complex sentences why words are categorized together.
Supports	<ul style="list-style-type: none"> • Pictures and Photographs • Role Play • L1 support • Word/picture cards • Graphic organizer 	<ul style="list-style-type: none"> • Pictures and Photographs • Role Play • L1 support • Word/picture cards • Graphic organizer 	<ul style="list-style-type: none"> • Word/picture cards • Graphic organizer • Role play 	<ul style="list-style-type: none"> • Word/picture cards • Role Play 	<ul style="list-style-type: none"> • Word/picture cards

Grade 1 Unit 2 Language

Unit 2: L.1.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none">○ Writing○ Speaking○ Reading	<ul style="list-style-type: none">• Use vocabulary accurately in speaking and writing• Demonstrate using conjunctions in speaking and writing• Listen, share and read a variety of texts• Use new words and phrases when writing, reading and responding to texts	<ul style="list-style-type: none">• VU: Because, but, and• LFC: Sentences with transitional phrases• LC: Varies by ELP levels

Grade 1 Unit 2 Language

Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.1.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Utilize words and gestures from conversations, reading and listening; identify symbols, icons, and environmental print.	Utilize words and phrases from conversations, reading and listening; match voice to print in phrases and short sentences with key content based vocabulary.	Utilize words and phrases from conversations, reading and listening; match voice to print in simple sentences with general and some key content based vocabulary.	Utilize words and phrases from conversations, reading and listening; match voice to print in complete sentences using specific and some content based language.	Utilize words and phrases through conversations, reading and listening and match voice to print using complex sentences of varying lengths with content based language.
Supports	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • L1 support • Cloze sentence • Gestures 	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs • L1 support • Sentence Frames 	<ul style="list-style-type: none"> • Word Wall • Pictures/ Photographs 	<ul style="list-style-type: none"> • Word Wall 	<ul style="list-style-type: none"> • Word Wall