

Grade 1 ELA Curricular Frameworks with ELL Scaffolds

Grade 1 Unit 3 Reading Literature and Reading Informational

Unit 3: 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 a 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 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: RL.1.2, RI.1.2, and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> • RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<ul style="list-style-type: none"> • RI.1.2. Identify the main topic and retell key details of a text. • WIDA ELD 3, 4 or 5 depending on context <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<p>RL.1.2:</p> <ul style="list-style-type: none"> • Identify the key details of a story. • Retell stories in their words capturing the key details. • Explain the story’s central idea or message. <p>RI.1.2:</p> <ul style="list-style-type: none"> • Identify the key details of a text. • Retell texts in their own words capturing the key details. • Identify the main topic of the text. 	<ul style="list-style-type: none"> • VU: Details, text, main idea • LFC: Retell, verb phrases • LC: Varies by ELP levels

Grade 1 Unit 3 Reading Literature and Reading Informational

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.1.2 and RI.1.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Identify the main idea and details in L1 and/or identify the main idea and details using single words.	Identify the main idea and details in L1 and/or identify the main idea and details using phrases and short sentences.	Identify the main idea and details using simple sentences.	Identify the main idea and details using expanded and some complex sentences.	Identify the main idea and details using complex sentences.
	Retell stories by answering choice questions using single words.	Retell stories using phrases.	Retell stories using simple sentences and some content-based vocabulary.	Retell stories using expanded sentences with a variety of grammatical structures and content-based vocabulary.	Retell stories using complex sentences with appropriate grammatical structures and content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Story Map • Word/pictureWall • Visuals • Gestures • L1 support • Graphic organizers 	<ul style="list-style-type: none"> • Story Map • Word/pictureWall • Visuals • L1 support • Graphic organizers 	<ul style="list-style-type: none"> • Story Map • Word/picture Wall • Graphic organizers 	<ul style="list-style-type: none"> • Story Map • Word Wall • Graphic organizers 	<ul style="list-style-type: none"> • Story Map • Graphic organizers

Grade 1 Unit 3 Reading Literature and Reading Informational

Unit 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"> • None 	<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 the key people, events, ideas, or information in a text • Explain how two individuals, events, ideas or pieces of information are linked 	<ul style="list-style-type: none"> • VU: Connection, event, setting • LFC: Sentences with connective phrases • LC: Varies by ELP levels

Grade 1 Unit 3 Reading Literature and Reading Informational

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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 connect individuals, events, ideas, or pieces of information in L1 and/or in English, using single words and phrases.	Orally connect individuals, events, ideas, or pieces of information in L1 and/or in English, using phrases and short sentences.	Orally connect the individuals, events, ideas, or pieces of information using simpler sentences.	Orally connect the individuals, events, ideas, or pieces of information using expanded and some complex sentences.	Orally connect individuals, events, ideas, or pieces of information 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"> • Partner work • Word Wall • Venn Diagram 	<ul style="list-style-type: none"> • Partner work • Venn Diagram 	<ul style="list-style-type: none"> • Venn Diagram

Grade 1 Unit 3 Reading Literature and Reading Informational

Unit 3: RL.1.4, 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"> • RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • WIDA ELD 1, 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<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 	<p>RL.1.4:</p> <ul style="list-style-type: none"> • Recognize feeling words and phrases in a text. • Recognize sensory words in a text. • Describe what feeling or sense to which the words and phrases are appealing. <p>RI.1.4</p> <ul style="list-style-type: none"> • Identify words in a 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, words connected to the senses and feelings • LFC: Ask and answer questions about vocabulary words • LC: Varies by ELP levels

Grade 1 Unit 3 Reading Literature and Reading Informational

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.1.4 and 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.
	Use single words to identify feelings or senses from a poem or story, after listening to the poem.	Use phrases to identify feelings or senses from a poem or story, after listening to the poem.	Use simple sentences to identify feelings or senses from a poem or story after listening to or reading the poem.	Use expanded sentences to identify feelings or senses from a poem or story after reading the poem.	Use complete sentences to identify feelings or senses in a poem or story.
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 3 Reading Literature and Reading Informational

Unit 3: RL.1.7, 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"> • RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. • WIDA ELD 2 <ul style="list-style-type: none"> ○ Reading ○ Speaking ○ Listening 	<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 	<p>RL.1.7:</p> <ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the story. • Identify an illustration that helps to describe the character, setting, events. • Explain how illustrations describe important story elements. • Describe story elements using story details. <p>RI.1.7</p> <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 the text using the details. 	<ul style="list-style-type: none"> • VU: Illustration, character, setting, details • LFC: This picture helps me to understand.... • LC: Varies by ELP levels

Grade 1 Unit 3 Reading Literature and Reading Informational

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.1.7 and 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 3 Reading Literature and Reading Informational

Unit 3: 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 3 Reading Literature and Reading Informational

Unit 3: 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"> • Phrases and short sentences from grade level prose, poetry and informational texts • Mentor texts • L1 support • Partner 	<ul style="list-style-type: none"> • “Juicy sentence” from grade level range level prose, poetry and informational texts • Mentor texts • Partner 	<ul style="list-style-type: none"> • Grade level range prose, poetry and informational texts • Mentor texts 	<ul style="list-style-type: none"> • None

Grade 1 Unit 3 Reading Foundation

Unit 3: 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 3 Reading Foundation

Unit 3: 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 3 Reading Foundation

Unit 3: RF.1.2, RF.1.2.A, RF.1.2.B, RF.1.2.C, RF.1.2.D 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. ○ RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ● 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. ● Determine each phoneme of spoken one-syllable words. 	<ul style="list-style-type: none"> ● VU: Long and short vowels, CVC ● LFC: Explanatory phrases ● LC: Varies by ELP levels

Grade 1 Unit 3 Reading Foundation

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.1.2, RF.1.2.A, RF.1.2.B, RF.1.2.C and RF.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	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, pronounce and segment the initial, medial vowel, and final sounds of single-syllable, known, familiar words.	Identify, pronounce and segment the initial, medial vowel, and final sounds given in simple sentences of single-syllable, known, grade-level words.	Identify, pronounce and segment the initial, medial vowel, and final sounds given in expanded sentences of single-syllable, content-based, grade-level words.	Identify, pronounce and segment the initial, medial vowel, and final sounds of single-syllable, content-based, grade-level words.	Identify, pronounce and segment 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 3 Reading Foundation

Unit 3: RF.1.3, RF.1.3.A, RF.1.3.B, RF.1.3.C, RF.1.3.D, RF.1.3.E, 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. ○ RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. ○ RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. • 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. • Identify long and short vowels when reading one-syllable words. • Accurately read both long and short vowels in common one-syllable words. • Use specific strategies to decode words using syllables. • Recognize the vowel sound in every syllable. 	<ul style="list-style-type: none"> • VU: Digraphs, words in text • LFC: Decoding phonemes • LC: Varies by ELP levels

Grade 1 Unit 3 Reading Foundation

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.1.3, RF.1.3.A, RF.1.3.B, RF.1.3.C, RF.1.3.D and RF.1.3.E)

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 and final –e and vowel teams by repeating them after listening to a simple command in English.	Decode familiar words with consonant digraphs and final –e and vowel teams by saying them after listening to a single step command in English.	Decode content-based familiar words with consonant digraphs and final –e and vowel teams by reading them, after listening to a two-step command.	Decode familiar and some nonsense words with consonant digraphs and final –e and vowel teams by reading them after listening to a multi-step command.	Decode content-based nonsense and unfamiliar words with consonant digraphs and final –e and vowel teams by reading them after listening to a multi-step command.
	Identify the vowels/syllables in known words.	Identify the vowels/syllables in familiar words.	Identify the vowels/syllables in content-based familiar words.	Identify the vowels/syllables in content-based familiar words and some nonsense words.	Identify the vowels/syllables in nonsense words and unfamiliar content-based words.
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 3 Reading Foundation

Unit 3: RF.1.4, RF.1.4.A, RF.1.4.B, RF.1.4.C 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 ○ RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● 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. ● Use appropriate self-correction strategies to read words and for understanding. ● Reread text to better understand what was read, when necessary. 	<ul style="list-style-type: none"> ● VU: Expression, context ● LFC: Use intonation when reading ● LC: Varies by ELP levels

Grade 1 Unit 3 Reading Foundation

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.1.4, RF.1.4.A, RF.1.4.B and RF.1.4.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Demonstrate comprehension of words by referring to pictures and prior knowledge and use appropriate expression and inflection when reading single words, high frequency vocabulary.	Demonstrate comprehension of phrases from story by referring to pictures and prior knowledge and use appropriate expression and inflection when reading phrases or short sentences and common vocabulary.	Demonstrate comprehension of reading by referring to pictures and prior knowledge and use appropriate expression and inflection when reading simple sentences and general vocabulary.	Demonstrate comprehension of reading by referring to pictures and prior knowledge and use appropriate expression and inflection when reading complete sentences and content based vocabulary.	Demonstrate comprehension of reading 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 3 Writing

Unit 3: W.1.1 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, 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">• Introduce the topic.• Express an opinion on the topic.• Include a reason to support the opinion.• Include a closing statement or section.	<ul style="list-style-type: none">• VU: Fact, opinion• LFC: Simple related sentences• LC: Varies by ELP levels

Grade 1 Unit 3 Writing

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.1.1)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Express an opinion with supporting reasons in L1 and/or draw a picture about a topic and write one-word labels which express opinion.	Express an opinion with supporting reasons in L1 and/or using key vocabulary in phrases and short sentences.	Express an opinion with supporting reasons using key vocabulary in multiple, simple sentences.	Express an opinion with supporting reasons using key vocabulary in expanded and some complex sentences.	Express an opinion with supporting reasons using precise vocabulary in multiple, complex sentences.
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 3 Writing

Unit 3: 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 facts 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 3 Writing

Unit 3: 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 3 Writing

Unit 3: 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○ Listening	<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 3 Writing

Unit 3: 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 3 Writing

Unit 3: W.1.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.• WIDA ELD 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Use technology to create and publish writing, with support when necessary.• Use technology to collaborate with peers, with adult support when necessary.	<ul style="list-style-type: none">• VU: Publish• LFC: Use of technology• LC: Varies by ELP levels

Grade 1 Unit 3 Writing

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.1.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Compose and publish an informational writing in L1 and/or in English using Pictures, single words, and selected high-frequency vocabulary to complete cloze sentences.	Compose and publish an informational writing task in L1 and/or in English using Pictures, phrases and selected vocabulary to complete Sentence Frames.	Compose and publish an informational writing task using key vocabulary in a series of simple, related sentences.	Compose and publish an informational writing task using key vocabulary in expanded and some complex sentences.	Compose and publish an informational writing task using precise vocabulary in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Model • Visuals • Word Wall • Small group/ triads • Graphic Organizers • L1 support 	<ul style="list-style-type: none"> • Model • Visuals • Word Wall • Small group/ triads • Graphic Organizers • L1 support 	<ul style="list-style-type: none"> • Model • Visuals • Word Wall • Small group/ triads • Graphic Organizers 	<ul style="list-style-type: none"> • Model • Small group/ triads 	<ul style="list-style-type: none"> • Small group/ triads

Grade 1 Unit 3 Writing

Unit 3: W.1.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).• WIDA ELD 1 and 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Understand their role in the shared projects.• Contribute to the project from beginning to end.• Use graphic organizers to aid in collaboration.	<ul style="list-style-type: none">• VU: Research• LFC: Participate in shared project• LC: Varies by ELP levels

Grade 1 Unit 3 Writing

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.1.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Compose a sequence of instructions writing in L1 and/or in English using pictures and/or single words.	Compose a sequence of instructions writing in L1 and/or in English using pictures and/or phrases.	Compose a sequence of instructions using simple sentences.	Compose a sequence of instructions using complete sentences.	Compose a sequence of instructions using detailed sentences.
Supports	<ul style="list-style-type: none"> • Model • Visuals • Word/Picture Wall • Small group/ triads • Graphic Organizers • L1 support 	<ul style="list-style-type: none"> • Model • Visuals • Word/Picture Wall • Small group/ triads • Graphic Organizers • L1 support 	<ul style="list-style-type: none"> • Model • Visuals • Word Wall • Small group/ triads • Graphic Organizers 	<ul style="list-style-type: none"> • Model • Small group/ triads 	<ul style="list-style-type: none"> • Small group/ triads

Grade 1 Unit 3 Writing

Unit 3: W.1.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none">• W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.• WIDA ELD 1 and 2<ul style="list-style-type: none">○ Writing○ Speaking○ Listening	<ul style="list-style-type: none">• Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions.• Take notes on the key details of provided information.• Read provided information to answer research questions and take notes.• Recall from their own background knowledge to answer research questions.	<ul style="list-style-type: none">• VU: sources• LFC: Participate in shared project• LC: Varies by ELP levels

Grade 1 Unit 3 Writing

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.1.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Recall an event to answer questions in L1 and/or answer yes/no questions by using illustrations or single words.	Recall an event and answer questions in L1 and/or use illustrations and phrases to complete sentence frames.	Recall an event and answer questions using simple sentences and key content vocabulary.	Recall a well-elaborated event and answer questions using complete sentences and key content-based vocabulary.	Recall a well-elaborated event and answer questions using complex sentences, conjunctions and transitions and content-based vocabulary.
Supports	<ul style="list-style-type: none"> • Model • Graphic organizer • Word wall • L1 support • Visuals 	<ul style="list-style-type: none"> • Model • Graphic organizer • Word wall • L1 support • Visuals 	<ul style="list-style-type: none"> • Model • Graphic organizer • Word wall 	<ul style="list-style-type: none"> • Model 	<ul style="list-style-type: none"> • None

Grade 1 Unit 3 Speaking and Listening

Unit 3: SL.1.1, SL.1.1.A, SL.1.1.B, SL.1.1.C 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. ○ SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion. • WIDA ELD 1, 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 texts. • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts. • 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. • Ask question(s) when confused during a discussion. 	<ul style="list-style-type: none"> • VU: Take turns, eye contact, build on, agree • LFC: Use strategies to extend conversation, create questions • LC: Varies by ELP levels

Grade 1 Unit 3 Speaking and Listening

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.1.1, SL.1.1.A, SL.1.1.B, SL.1.1.C)

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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 asked of them,	<ul style="list-style-type: none">• VU: Clarify, strategy• LFC: Question formation, question prompts• LC: Varies by ELP levels

Grade 1 Unit 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Speaking and Listening
Unit 3: 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 3 Speaking and Listening

Unit 3: 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 3 Language

Unit 3: L.1.1, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.1.H 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.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). ○ L.1.1.F. Use frequently occurring adjectives. ○ L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because). ○ L.1.1.H. Use determiners (e.g., articles, demonstratives). • WIDA ELD 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Speaking ○ Writing 	<ul style="list-style-type: none"> • 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. • Identify adjectives and explain their function in reading. • Use common adjectives in writing. • Identify conjunctions and explain their function in reading. • Use common conjunctions in writing. • Identify determiners and explain their function in reading. • Use determiners in writing. 	<ul style="list-style-type: none"> • VU: Nouns, possessive, singular, plural, verbs, adjectives, the, a, an • LFC: Proper and common nouns, possessive nouns, verb tense and subject-verb agreement • LC: Varies by ELP levels

Grade 1 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.1.1, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.1.H)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Use descriptive adjectives and the correct noun and verb when writing or speaking in L1 and/or supply a high-frequency noun to match the verb in basic phrases.	Use descriptive adjectives and the correct noun and verb when writing or speaking in L1 and/or using Pictures with phrases and short sentences.	Use descriptive adjectives and the correct noun and verb when writing or speaking in simple sentences.	Use descriptive adjectives and the correct noun and verb when writing or speaking in expanded and some complex sentences.	Use descriptive adjectives and the correct noun and verb when writing or speaking in complex sentences.
	Choose selected pronouns, conjunctions or prepositions when writing or speaking in single words.	Use selected pronouns, conjunctions and prepositions when writing or speaking in phrases and short sentences.	Use appropriate pronouns, conjunctions and prepositions when writing or speaking in a series of simple sentences.	Use appropriate pronouns, conjunctions and prepositions when writing or speaking in expanded and some complex sentences.	Use appropriate pronouns, conjunctions and prepositions when writing or speaking in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Word/Picture Wall • Language Reference Sheet • L1 support 	<ul style="list-style-type: none"> • Word/Picture Wall • Language Reference Sheet • L1 support 	<ul style="list-style-type: none"> • Word/Picture Wall • Language Reference Sheet 	<ul style="list-style-type: none"> • Language Reference Sheet 	<ul style="list-style-type: none"> • Language Reference Sheet

Grade 1 Unit 3 Language

Unit 3: L.1.2, L.1.2.A, L.1.2.B, L.1.2.C, L.1.2.D, L.1.2.E, 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. ○ L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. • 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 3 Language

Unit 3: 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, L.1.2.E)

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.
	Write familiar words utilizing developmental spelling or phonics-based knowledge for one syllable words.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge.	Write unfamiliar words utilizing phonics-based knowledge to generate complete, sentences using specific and some technical vocabulary.	Write unfamiliar words utilizing phonics-based knowledge to generate detailed, sentences with grade level vocabulary.
Supports	<ul style="list-style-type: none"> • Word/Picture Wall • Capitalization & punctuation Reference Sheet • L1 support 	<ul style="list-style-type: none"> • Word/Picture Wall • Capitalization & punctuation Reference Sheet • L1 support 	<ul style="list-style-type: none"> • Word/Picture Wall • Capitalization & punctuation Reference Sheet 	<ul style="list-style-type: none"> • Capitalization & punctuation Reference Sheet 	<ul style="list-style-type: none"> • Capitalization & punctuation Reference Sheet

Grade 1 Unit 3 Language

Unit 3: L.1.4, L.1.4.A, L.1.4.B, L.1.4.C, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> ● L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> ○ L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. ○ L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. ○ L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ● WIDA ELD 1, 2, 3, 4, 5 <ul style="list-style-type: none"> ○ Writing ○ Speaking 	<ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts. ● Explain the meaning of common affixes. ● Demonstrate accurate inflection when reading (reading a question vs. reading a statement). ● Use knowledge of common affixes and inflection to understand words. ● Apply root words and their inflectional forms in reading, writing and speaking. ● Consistently decode words using the meaning of affixes root word, and inflection as a clue. 	<ul style="list-style-type: none"> ● VU: Prefix, suffix, root, context ● LFC: ● LC: Varies by ELP levels

Grade 1 Unit 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.1.4, L.1.4.A, L.1.4.B, L.1.4.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
Outcomes and Scaffolds	Understand frequently occurring affixes, root words and their meanings in L1 and/or when reading selected words in an illustrated, leveled text.	Understand frequently occurring affixes, root words and their meanings in L1 and/or when reading selected phrases in an illustrated, leveled text.	Understand frequently occurring affixes, root words and their meanings when reading simple sentences in a leveled text.	Understand frequently occurring affixes, root words and their meanings when reading expanded sentences in a leveled text.	Understand frequently occurring affixes, root words and their meanings when reading complex sentences in a grade level text.
	Use context to determine meanings of grade-level words in L1 and/or identify prefixes in selected grade-level vocabulary.	Use context to determine meanings of grade-level words in L1 and/or identify prefixes in selected grade-level vocabulary in phrases and short sentences.	Use context and frequently occurring affixes to determine meanings of key grade-level words in a series of simple sentences.	Use context and frequently occurring affixes to determine meanings of key, grade-level words in expanded and some complex sentences.	Use context and frequently occurring affixes to determine meanings of grade-level words in multiple, complex sentences.
Supports	<ul style="list-style-type: none"> • Pictures and Photographs • Role Play • L1 support • Word/picture cards • Charts 	<ul style="list-style-type: none"> • Pictures and Photographs • Role Play • L1 support • Word/picture cards • Charts 	<ul style="list-style-type: none"> • Word/picture cards • Charts • Role play 	<ul style="list-style-type: none"> • Word/picture cards • Charts 	<ul style="list-style-type: none"> • Charts

Grade 1 Unit 3 Language

Unit 3: L.1.5, L.1.5.A, L.1.5.B, L.1.5.C, 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). ○ L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy). • 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. • Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing. • Use and understand words that are rich in meaning in reading, speaking, and writing. 	<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 3 Language

Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.1.5, L.1.5.A, L.1.5.B, L.1.5.C)

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.
	Define words by key attributes in L1 and/or using single words and pictures in English.	Define words by key attributes in L1 and/or using phrases in English.	Define words by key attributes using simple sentences and key content-based vocabulary	Define words by key attributes using complete sentences and key content-based vocabulary.	Define words by key attributes using complex sentences and content-based vocabulary.
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 3 Language

Unit 3: 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 text. 	<ul style="list-style-type: none"> • VU: Because, but, and • LFC: Sentences with transitional phrases • LC: Varies by ELP levels

Grade 1 Unit 3 Language

Unit3: 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