

## Grade 1 ELA Curricular Frameworks with ELL Scaffolds

### Grade 1 Unit 4 Reading Literature and Reading Informational

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

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Story Map</li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

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

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• <a href="#">Word/pictureWall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">L1 support</a></li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• <a href="#">Word/pictureWall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• <a href="#">Word/picture Wall</a></li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Graphic organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• Story Map</li> <li>• <a href="#">Graphic organizers</a></li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key people, events, ideas, or information in a text</li> <li>• Explain how two individuals, events, ideas or pieces of information are linked</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Connection, event, setting</li> <li>• <b>LFC:</b> Sentences with connective phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Venn Diagram</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Venn Diagram</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Venn Diagram</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Venn Diagram</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram</a></li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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"> <li>• RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• WIDA ELD 1, 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.1.4:</p> <ul style="list-style-type: none"> <li>• Recognize feeling words and phrases in texts</li> <li>• Recognize sensory words texts</li> <li>• Describe what feeling or sense the words and phrases are appealing to</li> </ul> <p>RI.1.4</p> <ul style="list-style-type: none"> <li>• Identify words in text where the meaning is unclear or unknown</li> <li>• Ask and answer questions to help understand what words and phrases mean in the text</li> <li>• Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content</li> <li>• Use strategies when faced with an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Strategy, words from text, words connected to the senses and feelings</li> <li>• <b>LFC:</b> Ask and answer questions about vocabulary words</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Illustrations/ Diagrams</a></li> <li>• <a href="#">Drawings</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence frame</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Illustrations/ Diagrams</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence starter</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Partner</a></li> <li>• L1 support</li> <li>• Sentence starter</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• Partner</li> </ul>



## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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"> <li>• RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.1.7. Use illustrations and details in a text to describe its key details.</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.1.7:</p> <ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the story</li> <li>• Identify an illustration that helps to describe the character, setting, events</li> <li>• Explain how illustrations describe important story elements</li> <li>• Describe story elements using story details</li> </ul> <p>RI.1.7</p> <ul style="list-style-type: none"> <li>• Interpret illustrations to develop a better understanding of the text</li> <li>• Identify an illustration that helps describe the key details</li> <li>• Explain how illustrations describe important key details</li> <li>• Describe a text using the details</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Illustration, character, setting, details</li> <li>• <b>LFC:</b> This picture helps me to understand....</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Picture</a></li> <li>• <a href="#">Illustrations</a></li> <li>• <a href="#">Drawings</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• Partner</li> <li>• <a href="#">L1 support</a></li> <li>• Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Picture</a></li> <li>• <a href="#">Illustrations</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• Partner</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Picture</a></li> <li>• <a href="#">Illustrations</a></li> <li>• <a href="#">Partner</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Illustrations</a></li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Illustrations</a></li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: RI.1.8 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"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key points an author is making in a text</li> <li>• Recognize the author’s reasoning by finding support within the text</li> <li>• Explain how this information is useful, with scaffolding, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Author’s point of view</li> <li>• <b>LFC:</b> Sentences with connective phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.1.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Orally identify using single words specific examples of the main idea and details from a leveled informational text.	Orally identify using phrases specific examples of the main idea and details from a leveled informational text.	Orally identify specific examples of the main idea and details from a leveled informational text using simple sentences.	Orally identify specific examples of the main idea and details from a leveled informational text using expanded and some complex sentences.	Orally identify specific examples of the main idea and details from a grade level informational text using complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Main idea/Details</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Marking the Text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Main idea/Details graphic organizer</li> <li>• <a href="#">Marking the Text</a></li> </ul>	<ul style="list-style-type: none"> <li>• Main idea/Details graphic organizer</li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Marking the Text</a></li> </ul>	<ul style="list-style-type: none"> <li>• Main idea/Details graphic organizer</li> <li>• <a href="#">Marking the Text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Marking the Text</a></li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: RL.1.9, RI.1.9 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"> <li>• RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• WIDA ELD 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.1.9:</p> <ul style="list-style-type: none"> <li>• Identify the characters in stories</li> <li>• Describe characters' experiences in the stories</li> <li>• Identify similarities and differences in characters' experiences in stories</li> <li>• Identify similarities and differences in what happened to the characters</li> <li>• Determine how characters solve problems</li> </ul> <p>RI.1.9</p> <ul style="list-style-type: none"> <li>• Describe texts that are read, using various points (e.g., pictures, descriptions, etc.)</li> <li>• Identify the similarities and differences of two texts on the same topic</li> <li>• Use various points of comparison (e.g., pictures, descriptions, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Compare, contrast</li> <li>• <b>LFC:</b> Compare and contrast sentence frames</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.1.9 and RI.1.9)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Orally compare and contrast illustrations and photos in L1 and/or in a leveled text using high-frequency, content-related, single words and phrases.	Orally compare and contrast illustrations and photos in L1 and/or in a leveled text using general, content-based phrases and short sentences.	Orally compare and contrast illustrations and photos in a leveled text using simple sentences and key, content-based vocabulary.	Orally compare and contrast illustrations and photos in a leveled text using simple and some complex sentences and key, content-based vocabulary.	Orally compare and contrast illustrations and photos in a grade level text using complex sentences and content-based vocabulary.
	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using L1 and/or using single words.	Compare and contrast the adventures and experiences of characters in appropriately leveled stories by using phrases.	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using simple sentences and general, content-based vocabulary.	Compare and contrast the adventures and experiences of characters in appropriately leveled stories using expanded sentences and content-based vocabulary.	Compare and contrast the adventures and experiences of characters in grade level stories in complete and more complex sentences using content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Foldables</li> <li>• Cloze sentence</li> <li>• Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Foldables</li> <li>• <a href="#">Sentence Frame</a></li> <li>• Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Foldables</li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Foldables</li> <li>• <a href="#">Word Wall</a></li> <li>• Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Foldables</li> <li>• Venn diagram</li> </ul>

## Grade 1 Unit 4 Reading Literature and Reading Informational

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

## Grade 1 Unit 4 Reading Literature and Reading Informational

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Leveled prose, poetry</a> and informational texts</li> <li>• Mentor texts</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• Phrases and short sentences from grade level <a href="#">prose, poetry</a> and informational texts</li> <li>• Mentor texts</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• “Juicy sentence” from grade level range <a href="#">level prose, poetry</a> and informational texts</li> <li>• Mentor texts</li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Grade level range prose, poetry</a> and informational texts</li> <li>• Mentor texts</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Grade 1 Unit 4 Reading Foundation

### Unit 4: 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"><li>• 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"><li>○ RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li></ul></li><li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Reading</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Understand how a sentence is organized</li><li>• Identify the first word of a sentence</li><li>• Identify the capitalization used to begin the sentence</li><li>• Identify the various types of end punctuation</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Sentence, capitalization, punctuation, period, question mark</li><li>• <b>LFC:</b> Interrogative and declarative statements</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 1 Unit 4 Reading Foundation

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> <li>• Anchor charts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">L1 support</a></li> <li>• Anchor charts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Anchor charts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• Anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>• Anchor chart</li> </ul>

## Grade 1 Unit 4 Reading Foundation

### Unit 4: 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"> <li>● 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"> <li>○ RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>○ RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>○ RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>○ RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> </li> <li>● WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Identify the long and short vowel sounds in words</li> <li>● Explain the difference between the long and short vowel sounds</li> <li>● Produce the sound for each letter and blend to make a word</li> <li>● Discern letter sounds at the beginning, middle, and end of words</li> <li>● Take apart a word by sounds</li> <li>● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words</li> <li>● Determine each phoneme of spoken one-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>● <b>VU:</b> Long and short vowels, CVC</li> <li>● <b>LFC:</b> Explanatory phrases</li> <li>● <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 1 Unit 4 Reading Foundation

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Consonant and vowel charts</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Letter tiles</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">L1 support</a></li> <li>• Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Consonant and vowel charts</a></li> <li>• Gestures</li> <li>• <a href="#">Letter tiles</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">L1 support</a></li> <li>• Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Consonant and vowel charts</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Letter tiles</a></li> <li>• Partner</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Consonant and vowel charts</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Word wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Consonant and vowel charts</a></li> <li>• <a href="#">Gestures</a></li> </ul>

## Grade 1 Unit 4 Reading Foundation

### Unit 4: RF.1.3, RF.1.3.A, RF.1.3.B, RF.1.3.C, RF1.3.D, RF1.3.E, and WIDA Standards

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

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion

### Grade 1 Unit 4 Reading Foundation

#### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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	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	Decode content-based nonsense and unfamiliar words with consonant digraphs and final –e and vowel teams by reading them after listening to

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
		step command in English.		listening to a multi-step command.	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Picture/word cards</a></li> <li>• <a href="#">Sound-symbol chart</a></li> <li>• <a href="#">Letter tiles</a></li> <li>• Teacher modeling</li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Picture/word cards</a></li> <li>• <a href="#">Sound-symbol chart</a></li> <li>• <a href="#">Letter tiles</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Picture/word cards</a></li> <li>• <a href="#">Sound-symbol chart</a></li> <li>• <a href="#">Letter tiles</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sound-symbol chart</a></li> <li>• <a href="#">Letter tiles</a></li> </ul>	<ul style="list-style-type: none"> <li>• Sound-symbol chart</li> </ul>

## Grade 1 Unit 4 Reading Foundation

### Unit 4: 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"> <li>• RF.1.4. Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>○ RF.1.4.A. Read grade-level text with purpose and understanding.</li> <li>○ RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</li> <li>○ RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand grade-level text when reading</li> <li>• Read grade-level text aloud, making minimal errors</li> <li>• Reread text to better understand what was read, when necessary</li> <li>• Use appropriate expression and inflection when reading text aloud</li> <li>• Use appropriate self-correction strategies to read words and for understanding</li> <li>• Reread text to better understand what was read, when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Expression, context</li> <li>• <b>LFC:</b> Use intonation when reading</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>



## Grade 1 Unit 4 Reading Foundation

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• Cloze sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/Photographs</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 1 Unit 4 Writing

### Unit 4: W.1.1 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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</li><li>• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Introduce the topic</li><li>• Express an opinion on the topic</li><li>• Include a reason to support the opinion</li><li>• Include a closing statement or section</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Fact, opinion</li><li>• <b>LFC:</b> Simple related sentences</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 1 Unit 4 Writing

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> </ul>

## Grade 1 Unit 4 Writing

### Unit 4: W.1.3 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li><li>• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Tell events in a sequence</li><li>• Describe events using details</li><li>• Use sequence words to show order of events (e.g., now, when, then)</li><li>• End with a closing sentence</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Narrative, sequence words</li><li>• <b>LFC:</b> Transitional phrases</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 1 Unit 4 Writing

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> </ul>

## Grade 1 Unit 4 Writing

### Unit 4: W.1.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li><li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explain what was written when questions are asked by adults and peers</li><li>• Reflect on writing and make changes</li><li>• Add descriptive words and details</li><li>• Attempt to recognize and correct spelling, grammar and punctuation errors</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Reflect, edit, revise</li><li>• <b>LFC:</b> Descriptive words, edit spelling, grammar, punctuation</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 1 Unit 4 Writing

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word wall</a></li> <li>• Teacher support</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Graphic organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word wall</a></li> <li>• Teacher support</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Graphic organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Peer support</a></li> <li>• <a href="#">Graphic organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word wall</a></li> </ul>

## Grade 1 Unit 4 Writing

### Unit 4: W.1.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li><li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use technology to create and publish writing, with support when necessary</li><li>• Use technology to collaborate with peers, with adult support when necessary</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Publish</li><li>• <b>LFC:</b> Use of technology</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>



## Grade 1 Unit 4 Writing

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Small group/ triads</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Small group/ triads</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Small group/ triads</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Small group/ triads</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Small group/ triads</a></li> </ul>

## Grade 1 Unit 4 Writing

### Unit 4: W.1.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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).</li><li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Understand their role in the shared projects</li><li>• Contribute to the project from beginning to end</li><li>• Use graphic organizers to aid in collaboration</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Research</li><li>• <b>LFC:</b> Participate in shared project</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 1 Unit 4 Writing

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Small group/ triads</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Small group/ triads</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Small group/ triads</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Small group/ triads</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Small group/ triads</a></li> </ul>

## Grade 1 Unit 4 Writing

### Unit 4: W.1.8 and WIDA Standards

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

## Grade 1 Unit 4 Writing

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Word wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: 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"> <li>• 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"> <li>○ 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).</li> <li>○ SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>○ SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li>• WIDA ELD 1, 2               <ul style="list-style-type: none"> <li>○ Listening</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in variety of rich structured conversations about grade appropriate topics and texts</li> <li>• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts</li> <li>• Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)</li> <li>• Use strategies to respond to the comments of others to build the conversation</li> <li>• Ask question(s) when confused during a discussion</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Take turns, eye contact, build on, agree</li> <li>• <b>LFC:</b> Use strategies to extend conversation, create questions</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Choice questions</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Template</li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> <li>• Word wall</li> <li>• Partner</li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> </ul>

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: SL.1.2 and WIDA Standards

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



## Grade 1 Unit 4 Speaking and Listening

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Choice questions</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Word Wall</a></li> <li>• Template</li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> <li>• Word wall</li> <li>• Partner</li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> </ul>

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: SL.1.3 and WIDA Standards

Speaking, Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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.</li><li>• WIDA ELD 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use strategies for asking questions that are on a topic</li><li>• Use strategies for understanding and answering questions asked of them</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Clarify, strategy</li><li>• <b>LFC:</b> Question formation, question prompts</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Choice questions</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue Cards</li> <li>• <a href="#">Word Wall</a></li> <li>• Template</li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> <li>• Word wall</li> <li>• Partner</li> </ul>	<ul style="list-style-type: none"> <li>• Cue cards</li> </ul>

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: SL.1.4 and WIDA Standards

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

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Native language support</a></li> <li>• <a href="#">Native language texts</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Sentence frames</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Native language support</a></li> <li>• <a href="#">Native language texts</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• Sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• Sentence starter</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: SL.1.5 and WIDA Standards

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

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• Template</li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 1 Unit 4 Speaking and Listening

### Unit 4: SL.1.6 and WIDA Standards

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



## Grade 1 Unit 4 Speaking and Listening

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Language Reference Sheet</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Language Reference Sheet</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Language Reference Sheet</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Language Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Grade 1 Unit 4 Language

### Unit 4: L.1.1, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.1.H, L.1.1.I, L.1.1.J, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>○ L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone).</li> <li>○ L.1.1.E. Use verbs to convey a sense of past, present, and future.</li> <li>○ L.1.1.F. Use frequently occurring adjectives.</li> <li>○ L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>○ L.1.1.H. Use determiners.</li> <li>○ L.1.1.I. Use frequently occurring prepositions.</li> <li>○ L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> </li> <li>• WIDA ELD 2, 3, 4, 5               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking</li> <li>• Identify different tenses of verbs in reading</li> <li>• Explain how verbs can express past, present, and future</li> <li>• Use verb tense to express past, present, and future in writing</li> <li>• Identify adjectives and explain their function in reading</li> <li>• Use common adjectives in writing</li> <li>• Identify conjunctions and explain their function in reading</li> <li>• Use common conjunctions in writing</li> <li>• Identify determiners and explain their function in reading</li> <li>• Use determiners in writing</li> <li>• Identify and explain the purpose of prepositions in reading</li> <li>• Use prepositional words in writing</li> <li>• Demonstrate sentence variety in speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Nouns, possessive, singular, plural, verbs, adjectives, the, a, an, prepositions,</li> <li>• <b>LFC:</b> Use of variety of simple, compound and complex sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Grade 1 Unit 4 Language

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.1.1, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.1.H, L.1.1.I, L.1.1.J)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Repeat key time words and hand gestures after teacher. Repeat regular verb with appropriate time word.	Produce simple phrases using key time words.	Produce simple sentences using key time words, pictures, common, irregular and regular verbs.	Produce complete sentences using key time words and appropriate regular and irregular verb tenses.	Produce complex sentences using past, present and future regular and irregular verbs with appropriate time phrases.
	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Language Reference Sheet</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Language Reference Sheet</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Language Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Language Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Language Reference Sheet</a></li> </ul>

## Grade 1 Unit 4 Language

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

## Grade 1 Unit 4 Language

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Capitalization &amp; punctuation Reference Sheet</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Capitalization &amp; punctuation Reference Sheet</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Capitalization &amp; punctuation Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Capitalization &amp; punctuation Reference Sheet</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Capitalization &amp; punctuation Reference Sheet</a></li> </ul>

## Grade 1 Unit 4 Language

### Unit 4: 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"><li>● 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"><li>○ L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</li><li>○ 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.</li><li>○ L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li></ul></li><li>● WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts</li><li>● Explain the meaning of common affixes</li><li>● Demonstrate accurate inflection when reading (reading a question vs. reading a statement)</li><li>● Use knowledge of common affixes and inflection to understand words</li><li>● Apply root words and their inflectional forms in reading, writing and speaking</li><li>● Consistently decode words using the meaning of affixes root word, and inflection as a clue</li></ul>	<ul style="list-style-type: none"><li>● <b>VU:</b> Prefix, suffix, root, context</li><li>● <b>LFC:</b></li><li>● <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 1 Unit 4 Language

### Unit 4: 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Role Play</a></li> <li>• <a href="#">L1 support</a></li> <li>• Word/picture cards</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Role Play</a></li> <li>• <a href="#">L1 support</a></li> <li>• Word/picture cards</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Word/picture cards</li> <li>• Charts</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Word/picture cards</li> <li>• <a href="#">Charts</a></li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> </ul>

## Grade 1 Unit 4 Language

### Unit 4: L.1.5, L.1.5.C, L.1.5.D, and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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"><li>○ L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li><li>○ L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li></ul></li><li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing</li><li>• Use and understand words that are rich in meaning in reading, speaking, and writing</li><li>• Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> shades of meaning, synonyms</li><li>• <b>LFC:</b> Use of precise meanings of words, synonyms</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>



## Grade 1 Unit 4 Language

### Unit 4: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.1.5, L.1.5.C, L.1.5.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Orally explain in L1 and/or dramatize or illustrate the differences in meaning between two verbs and two adjectives.	Orally explain in L1 and/or dramatize or draw the differences in meaning between simple phrases consisting of two verbs or two adjectives.	Orally explain in simple sentences the differences in meaning between three verbs and three adjectives.	Orally explain in expanded and some complex sentences the differences in meaning between three – five verbs and three – five adjectives.	Orally explain in multiple, complex sentences the differences in meaning between five verbs and five adjectives.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Role Play</a></li> <li>• <a href="#">L1 support</a></li> <li>• Word/picture cards</li> <li>• Paint strips</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Role Play</a></li> <li>• <a href="#">L1 support</a></li> <li>• Word/picture cards</li> <li>• Paint strips</li> </ul>	<ul style="list-style-type: none"> <li>• Word/picture cards</li> <li>• Paint strips</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Paint strips</li> <li>• <a href="#">Role Play</a></li> </ul>	<ul style="list-style-type: none"> <li>• Paint strips</li> </ul>

## Grade 1 Unit 4 Language

### Unit 4: L.1.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• 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).</li><li>• WIDA ELD 1, 2, 3, 4, 5<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Reading</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use vocabulary accurately in speaking and writing</li><li>• Demonstrate using conjunctions in speaking and writing</li><li>• Listen, share and read a variety of texts</li><li>• Use new words and phrases when writing, reading and responding to texts</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Because, but, and</li><li>• <b>LFC:</b> Sentences with transitional phrases</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Grade 1 Unit 4 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
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• Cloze sentence</li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> </ul>