

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|   | Student Learning Objective (SLO)   |   | Language Objective   |   | Language Needed   |
|---|--|---|--|---|---|
| <b>SLO: 1</b><br>CCSS:<br>RL.1.2;<br>RI.1.2<br>WIDA ELDS:<br>2 - 5<br>Reading<br>Speaking | Retell key details identifying the central message or lesson in literature texts and the main topic in informational texts.  |   | <u>Answer questions</u> to identify the central message in literature texts and clarify key details in an informational text by using a Story Map <i>and informational text features</i> . |   | <b>VU:</b> Characters, setting, problem, solution, details, non-fiction text features (photographs, captions, Glossary, diagram, highlight)     |
|   | <i>Note: When CCSS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</i> |   |  |   | <b>LFC:</b> Questioning words (who, what, when, where, why, how)  |
|   |  |   |  |   | <b>LC:</b> Varies by ELP level  |
|   | ELP 1  | ELP 2   | ELP 3  | ELP 4   | ELP 5   |
| Language Objectives   | Answer questions using L1 and/or Pictures, gestures and single words about the central message and key details in a leveled text.  | Answer questions about the central message in L1 and/or answer questions using phrases about the central message and key details in a leveled text.   | Answer questions using key vocabulary in a series of simple sentences about the central message and several details in a leveled text.   | Answer questions using key vocabulary in expanded and some complex sentences about the central message and key details in a leveled text. | Answer a variety of multiple, complex questions using content-based vocabulary about the central message and key details in a grade level text. |
| Learning Supports   | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Glossary</a><br>Text photographs<br>Text diagrams<br><a href="#">Story Map</a><br><a href="#">Partner Work</a>  | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Glossary</a><br>Text photographs<br>Text diagrams<br><a href="#">Story Map</a><br><a href="#">Partner Work</a> | <a href="#">Word Wall</a><br><a href="#">Glossary</a><br>Text photographs<br>Text diagrams<br><a href="#">Story Map</a><br><a href="#">Partner Work</a>                                    | <a href="#">Word Wall</a><br>Text photographs<br>Text diagrams<br><a href="#">Story Map</a>   | <a href="#">Word Wall</a><br>Text photographs<br><a href="#">Story Map</a>  |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

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| <b>SLO: 2</b><br>CCSS:<br>RL.1.3;<br>RL.1.7<br>WIDA ELDS:<br>2<br>Reading<br>Speaking<br>Listening | Describe settings, characters, and major events using key details with support from illustrations in literature.   |  | Retell key details identifying the setting, characters, and major events (story elements) in a literature text, using Pictures.                  |   | <b>VU:</b> Setting, characters, event  |
|  |  |  |  |   | <b>LFC:</b> Past verb tense, verb agreement, adjectives specific to text.                            |
|  |  |  |  |   | <b>LC:</b> Varies by ELP level   |
|  | ELP 1  | ELP 2  | ELP 3  | ELP 4   | ELP 5  |
| Language Objectives  | Retell key details in L1 and/or from a leveled text by answering Choice questions using Pictures and selected single words.  | Retell key details in L1 and/or from a leveled text using selected vocabulary in key phrases and short sentences.  | Retell key details from a leveled text using key vocabulary in a series of simple, related sentences.  | Retell key details in a leveled text using key vocabulary in expanded and some complex sentences. | Retell story elements in a grade level text using precise vocabulary in multiple, complex sentences. |
| Learning Supports  | <a href="#">Pictures</a> and/or illustrations<br><a href="#">Partner work</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Graphic Organizers</a><br><a href="#">L1 support</a> | <a href="#">Pictures</a> and/or illustrations<br><a href="#">Partner work</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Graphic Organizers</a><br><a href="#">Sentence Frame</a><br><a href="#">L1 support</a> | <a href="#">Pictures</a> and/or illustrations<br><a href="#">Partner work</a><br><a href="#">Word Wall</a><br><a href="#">Graphic Organizers</a> | <a href="#">Word Wall</a><br><a href="#">Pictures</a> and/or illustrations                        |  |

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| <b>SLO: 3</b><br>CCSS:<br>RL.1.4<br>WIDA ELDS:<br>2<br>Reading<br>Speaking | Identify and explain how words are used in a text by naming words and/or phrases that contribute to the feeling or appeal of a poem or story.                                |  | <u>Identify and orally explain</u> the adjectives that appeal to the senses in a poem or story, by <i>using a</i> Figurative Language Charts. |  | <b>VU:</b> Feelings, senses  |
|  |  |  |   |  | <b>LFC:</b> Adjectives, similes, metaphors   |
|  |  |  |   |  | <b>LC:</b> Varies by ELP level   |
|  | ELP 1  | ELP 2  | ELP 3   | ELP 4  | ELP 5  |
| Language Objectives  | Orally identify and explain the adjectives that appeal to the senses in a grade-level poem or story in L1 and/or using Pictures and selected single words in a leveled text. | Orally identify and explain the adjectives that appeal to the senses in L1 and/or in a leveled poem or story using selected vocabulary in key phrases and short sentences. | Orally identify and explain the adjectives that appeal to the senses in a leveled poem or story using key vocabulary in simple sentences.     | Orally identify and explain the adjectives that appeal to the senses in a leveled poem or story using key vocabulary in expanded and some complex sentences. | Orally identify and explain the adjectives that appeal to the senses in a grade-level poem or story using precise vocabulary in multiple, complex sentences. |
| Learning Supports  | <a href="#">Word/Picture Wall</a><br><a href="#">Figurative Language Charts</a><br><a href="#">L1 support</a><br><a href="#">Pictures</a>                                    | <a href="#">Word/Picture Wall</a><br><a href="#">Figurative Language Charts</a><br><a href="#">L1 support</a><br><a href="#">Sentence Frame</a>                            | <a href="#">Word Wall</a><br><a href="#">Figurative Language Charts</a>   | <a href="#">Word Wall</a><br><a href="#">Figurative Language Charts</a>  |  |

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| <b>SLO: 4</b><br>CCSS:<br>RL.1.6<br>WIDA ELDS:<br>2<br>Speaking<br>Reading | Identify words that indicate who is telling the story at different points in the text.                                       |  | Orally explain who is telling the story by <i>highlighting the text</i> .  |  | <b>VU:</b> Dialogue, narration, characters, voice, quotation marks   |
|  |  |  |  |  | <b>LFC:</b> Who, what, when, where, why questions  |
|  |  |  |  |  | <b>LC:</b> Varies by ELP level   |
|  | ELP 1  | ELP 2  | ELP 3  | ELP 4  | ELP 5  |
| Language Objectives  | Orally explain who is telling the story in L1 and/or using Pictures, gestures and selected single words from a leveled text. | Orally explain who is telling the story in L1 and/or using selected vocabulary from a leveled text in key phrases and short sentences. | Orally explain who is telling the story using key vocabulary in a series of simple, related sentences in a leveled text. | Orally explain who is telling the story using key vocabulary in expanded and some complex sentences in a leveled text. | Orally explain who is telling the story using precise vocabulary in multiple, complex sentences in a grade level text. |
| Learning Supports  | <a href="#">Word/Picture Wall</a><br>Highlighting<br><a href="#">Mentor Texts</a><br><a href="#">L1 support</a>              | <a href="#">Word/Picture Wall</a><br>Highlighting<br><a href="#">Mentor Texts</a><br><a href="#">L1 support</a>                        | <a href="#">Word Wall</a><br>Highlighting<br><a href="#">Mentor Texts</a>  | Highlighting<br><a href="#">Mentor Texts</a>   |  |

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| <b>SLO: 5</b><br>CCSS:<br>RL.1.9<br>WIDA ELDS:<br>2<br>Reading<br>Speaking<br>Listening | Compare and contrast characters' experiences and adventures in stories.   |   | Compare and contrast the adventures and experiences of characters in stories using a Venn Diagram.  |   | <b>VU:</b> Character, adventure, experiences, traits, compare, contrast   |
|   |   |   |   |   | <b>LFC:</b> Comparative and superlative adjectives; sentences with conjunctions   |
|   |   |   |   |   | <b>LC:</b> Varies by ELP level  |
|   | ELP 1   | ELP 2   | ELP 3   | ELP 4   | ELP 5   |
| Language Objectives   | Compare and contrast the adventures and experiences of characters in L1 and/or in leveled stories using Pictures, gestures and selected single words. | Compare and contrast the adventures and experiences of characters in L1 and/or in leveled stories using selected vocabulary in key phrases and short sentences. | Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in a series of simple, related sentences. | Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in expanded and some complex sentences. | Compare and contrast the adventures and experiences of characters in grade-level stories using precise vocabulary in multiple, complex sentences. |
| Learning Supports   | <a href="#">Venn Diagram</a><br><a href="#">L1 support</a><br>Pairs<br><a href="#">Choice questions</a>   | <a href="#">Venn Diagram</a><br><a href="#">L1 support</a><br>Pairs<br><a href="#">Sentence Frame</a>   | <a href="#">Venn Diagram</a><br>Pairs   | <a href="#">Venn Diagram</a><br>Pairs   |   |

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|---|---|---|---|---|--|
| <b>SLO: 6</b><br>CCSS:<br>RL.1.10<br>WIDA ELDS:<br>2<br>Reading<br>Speaking | With prompting and support, read prose and poetry of appropriate complexity for grade one.  |   | With prompting and support, <u>read</u> prose and poetry within grade level band of complexity <i>using</i> Word Walls <i>and</i> Pictures. |   | <b>VU:</b> Prose, sentence, paragraph, line, stanza, dialogue          |
|   |   |   |   |   | <b>LFC:</b> Declarative and interrogative sentences, dialogue          |
|   |   |   |   |   | <b>LC:</b> Varies by ELP level   |
|   | ELP 1   | ELP 2   | ELP 3   | ELP 4   | ELP 5  |
| Language Objectives   | Read grade-level prose and poetry in L1 and/or selected single words of leveled prose and poetry and excerpts from grade-level texts.                           | Read grade-level prose and poetry in L1 and/or selected phrases of leveled prose and poetry in English and excerpts from grade-level texts. | Read simple sentences of leveled prose and poetry and excerpts from grade level texts.  | Read expanded and some complex sentences of leveled prose and poetry and excerpts from grade level texts. | Read grade-level prose and poetry and excerpts from grade level texts. |
| Learning Supports   | <a href="#">Pictures</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Partner work</a><br><a href="#">L1 support</a><br><a href="#">Teacher Modeling</a> | <a href="#">Word/Picture Wall</a><br><a href="#">L1 support</a><br><a href="#">Partner work</a><br><a href="#">Teacher Modeling</a>         | <a href="#">Word Wall</a><br><a href="#">Partner work</a>   | <a href="#">Word Wall</a>   |  |

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| <b>SLO: 7</b><br>CCSS:<br>RI.1.1; RI.1.4<br>WIDA ELDS:<br>2-5<br>Reading<br>Speaking | Ask and answer questions about the key details and for determining or clarifying the meaning of words and phrases in a text.   |  | Ask and answer questions to clarify key details in an informational text by using <i>informational text features</i> . |   | <b>VU:</b> Details, key details, non-fiction text features (photographs, captions, Glossary, diagram, highlight)          |
|  |  |  |  |   | <b>LFC:</b> Questioning words (who, what, when, where, why, how)  |
|  |  |  |  |   | <b>LC:</b> Varies by ELP level  |
|  | ELP 1  | ELP 2  | ELP 3  | ELP 4   | ELP 5   |
| Language Objectives  | Ask and answer questions about key details in L1 and/or answer questions using Pictures, gestures and selected single words about important details in a leveled text.   | Ask and answer questions about key details in L1 and/or answer wh-questions using selected phrases about important details in a leveled text.                          | Ask and answer questions with simple sentences and key vocabulary about details in a leveled text.                     | Ask and answer questions using expanded and some complex sentences with key vocabulary about details in a leveled text. | Ask and answer a variety of multiple, complex questions using precise vocabulary about key details in a grade level text. |
| Learning Supports  | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br>Text photographs<br>Text diagrams<br><a href="#">Partner Work</a><br><a href="#">Choice questions</a> | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br>Text photographs<br>Text diagrams<br><a href="#">Partner Work</a><br><a href="#">Sentence Frame</a> | <a href="#">Word Wall</a><br>Text photographs<br>Text diagrams<br><a href="#">Partner Work</a>                         | <a href="#">Word Wall</a><br>Text photographs<br>Text diagrams  | <a href="#">Word Wall</a><br>Text diagrams  |

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| <b>SLO: 8</b><br>CCSS:<br>RF.1.2.a<br>WIDA ELDS:<br>2<br>Reading<br>Speaking<br>Listening | Distinguish long and short vowel sounds in a spoken single-syllable word.  |  | Identify and <u>pronounce</u> the long vowel and short vowel sound in single syllable words using <i>gestures, letter tiles and/or following a teacher model.</i><br><br><i>Note: ELLs at lower ELP levels need to know vocabulary of targeted phonics words. Also some of the English vowel sounds may not exist in the first language so ELLs may have difficulty hearing and producing some sounds.</i> |  | <b>VU:</b> Consonant, long/short vowel  |
|   |  |  |  |  | <b>LFC:</b> Commands  |
|   |  |  |  |  | <b>LC:</b> Varies by ELP level  |
|   | ELP 1  | ELP 2  | ELP 3  | ELP 4  | ELP 5   |
| Language Objectives   | Identify and pronounce the long vowel and short vowel sounds of single-syllable, high-frequency, known, familiar words.  | Identify and pronounce the long vowel and short vowel sounds of single-syllable, known, grade-level words.   | Identify and pronounce the long vowel and short vowel sounds of single-syllable, general, grade-level words.   | Identify and pronounce the long vowel and short vowel sounds of single-syllable, content-based, grade-level words. | Identify and pronounce the long vowel and short vowel sounds of single-syllable, nonsense and content-based, grade-level words. |
| Learning Supports   | <a href="#">Consonant and Vowel Charts</a><br><a href="#">Gestures</a><br><a href="#">Letter tiles</a><br><a href="#">Pictures/Photographs</a><br><a href="#">L1 support</a><br><a href="#">Teacher Modeling</a> | <a href="#">Consonant and Vowel Charts</a><br><a href="#">Gestures</a><br><a href="#">Letter tiles</a><br><a href="#">Pictures/Photographs</a><br><a href="#">L1 support</a><br><a href="#">Teacher Modeling</a> | <a href="#">Consonant and Vowel Charts</a><br><a href="#">Pictures/Photographs</a><br><a href="#">Gestures</a><br><a href="#">Letter tiles</a>   | <a href="#">Consonant and Vowel Charts</a><br><a href="#">Word Wall</a>  | <a href="#">Consonant and Vowel Charts</a>  |

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| <b>SLO: 9</b><br>CCSS:<br>RF.1.2.b<br>WIDA ELDS:<br>2<br>Reading<br>Speaking<br>Listening | Blend phonemes of single-syllable words containing consonants and short vowels (e.g., sit).   |   | Blend phonemes of single-syllable words containing consonants and short vowels, using Pictures <i>and a sound-symbol</i> Charts. |   | <b>VU:</b> Syllable<br><br><b>LFC:</b> Commands, simple present tense<br><br><b>LC:</b> Varies by ELP level                             |
|   | ELP 1   | ELP 2   | ELP 3  | ELP 4   | ELP 5   |
|   | Language Objectives   | Orally blend phonemes in a single-syllable, high-frequency, known words containing consonants and short vowels.                         | Orally blend phonemes in a single-syllable, content-related, familiar word containing consonants and short vowels.               | Orally blend phonemes in a single-syllable, familiar words containing consonants and short vowels.        | Orally blend phonemes in single-syllable, content-based, familiar words and some nonsense words containing consonants and short vowels. |
| Learning Supports   | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">Teacher Modeling</a><br><a href="#">L1 support</a> | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">L1 support</a> | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a>                        | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a> | <a href="#">Letter Tiles</a>  |

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| <b>SLO: 10</b><br>CCSS:<br>RF.1.2.c,d<br>WIDA ELDS:<br>2<br>Reading<br>Speaking<br>Listening | Orally segment, identify phonemes in a single-syllable word, and pronounce (e.g., meet: /m/-/ee/-/t/).  |   | Orally <u>segment, identify, and pronounce</u> initial, medial vowel and final phonemes in a single-syllable word, using <i>Pictures and a sound-symbol</i> Charts. |  | <b>VU:</b> Syllable<br><br><b>LFC:</b> Commands, simple present tense<br><br><b>LC:</b> Varies by ELP level   |
|  | ELP 1   |   | ELP 2   |  | ELP 3   |
|  | ELP 4   |   | ELP 5   |  |   |
| Language Objectives  | Orally segment initial, medial vowel and final sounds in a single-syllable, known words.  | Orally segment initial, medial vowel and final sounds in single-syllable, familiar words.   | Orally segment and identify initial, medial vowel and final sounds in single-syllable, content-based, familiar words.   | Orally segment, identify, and produce initial, medial vowel and final sounds in single-syllable, content-based, familiar words and some nonsense vocabulary. | Orally segment, identify, and produce initial, medial vowel and final sounds in single-syllable, nonsense words and unfamiliar, content-based vocabulary. |
| Learning Supports  | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">Teacher Modeling</a><br><a href="#">L1 support</a> | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">L1 support</a> | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a>   | <a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a>  | <a href="#">Letter Tiles</a>  |

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| <b>SLO: 11</b><br>CCSS:<br>RF.1.3.a,b<br>WIDA ELDS:<br>2<br>Speaking<br>Listening | Decode basic CVC (e.g., met, trail, treat, wheat) and CVCC (e.g., wind, knock) and VC (e.g., at) words and words with common consonant digraphs.                            |   | <u>Decode and identify</u> basic CVC (e.g., met, trail, treat, wheat) and CVCC (e.g., wind, knock) and VC (e.g., at) vocabulary words and words with common consonant digraphs, by using <i>letter tiles and sound-symbol</i> Charts. |  | <b>VU:</b> Consonant, sound   |
|   |   |   |   |  | <b>LFC:</b> Commands, simple present  |
|   |   |   |   |  | <b>LC:</b> Varies by ELP level  |
|   | ELP 1   | ELP 2   | ELP 3   | ELP 4  | ELP 5   |
| Language Objectives   | After listening to one-step direction, decode and identify CVC, CVCC, and VC known words with consonant digraphs.   | After listening to single-step direction, decode and identify CVC, CVCC, and VC familiar words with consonant digraphs.                 | After listening to two-step directions, decode and identify CVC, CVCC, and VC content-based, familiar words with consonant digraphs.  | After listening to multi-step directions, decode and identify CVC, CVCC, and VC content-based, familiar and some nonsense words with consonant digraphs. | After listening to multi-step directions, decode and identify CVC, CVCC, and VC content-based, nonsense and unfamiliar words with consonant digraphs. |
| Learning Supports   | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">Teacher Modeling</a><br><a href="#">L1 support</a> | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">L1 support</a> | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a>   | <a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a>  |   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|   | Student Learning Objective (SLO)  |   | Language Objective   |   | Language Needed   |
|---|---|---|--|---|---|
| <b>SLO: 12</b><br>CCSS:<br>RF.1.3.c<br>WIDA ELDS:<br>2<br>Speaking<br>Listening | Decode words with final –e (e.g., ate, name) and words with common vowel teams (e.g., pie, high, boat, toe, bow, blue, suit).   |   | Decode words with final –e (e.g., ate, name) and words with vowel teams (e.g., pie, high, boat, toe, bow, blue, suit) while building vocabulary, by using <i>letter tiles and Charts</i> . |   | <b>VU:</b> Consonant, sound   |
|   |   |   |  |   | <b>LFC:</b> Commands, simple present  |
|   |   |   |  |   | <b>LC:</b> Varies by ELP level  |
|   | ELP 1   | ELP 2   | ELP 3  | ELP 4   | ELP 5   |
| Language Objectives   | Decode familiar words with final –e and vowel teams by repeating them and matching to Pictures, after listening to a simple command in English.                             | Decode familiar words with final –e and vowel teams by saying them and matching Pictures, after listening to a single step command in English | Decode content-based familiar words with final –e and vowel teams by saying them, and identifying Pictures of words.   | Decode content-based familiar and some nonsense words with final –e and vowel teams by saying them and distinguishing nonsense from real words. | Decode content-based, nonsense and unfamiliar words with final –e and vowel teams by saying them and distinguishing nonsense words from real words. |
| Learning Supports   | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">Teacher Modeling</a><br><a href="#">L1 support</a> | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">L1 support</a>       | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a>  | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a>                                       |   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|   | Student Learning Objective (SLO)   |  | Language Objective   |  | Language Needed  |
|---|--|--|--|--|--|
| <b>SLO: 13</b><br>CCSS:<br>RF.1.3.d<br>WIDA ELDS:<br>2<br>Reading<br>Speaking | Use knowledge that every syllable has a vowel sound to help determine if a word has one or more syllables in a printed word.   |  | <u>Identify and pronounce</u> the vowel sounds/syllables in a word while acquiring vocabulary by using Manipulatives.                      |  | <b>VU:</b> Syllable  |
|   |  |  |  |  | <b>LFC:</b> Commands, simple present tense   |
|   |  |  |  |  | <b>LC:</b> Varies by ELP level   |
|   | ELP 1  | ELP 2  | ELP 3  | ELP 4  | ELP 5  |
| Language Objectives   | Identify the vowels/syllables in known words and match to Pictures.  | Identify the vowel sounds/syllables in familiar words and match to Pictures.   | Identify the vowel sounds/syllables in content-based familiar words and match to Pictures.   | Identify the vowel sounds/syllables in content-based, familiar words and some nonsense words and distinguish nonsense words from real words. | Identify the vowel sounds/syllables in nonsense words and unfamiliar content-based words and distinguish nonsense words from real words. |
| Learning Supports   | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">Teacher Modeling</a><br><a href="#">L1 support</a><br><a href="#">Manipulatives</a> | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">L1 support</a><br><a href="#">Manipulatives</a> | <a href="#">Picture/word cards</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">Manipulatives</a> | <a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a>  |  |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)  |   | Language Objective  |  | Language Needed   |
|--|---|---|---|--|---|
| <b>SLO: 14</b><br>CCSS:<br>RF.1.3.e<br>WIDA ELDS:<br>2<br>Reading<br>Speaking<br>Listening | Show recognition of two-syllable words by dividing words into syllables (e.g, VCCV, VV VCV; Closed syllable, Vowel-C-e, Open syllable, Vowel Team, compound words, inflectional endings).   |   | Identify and <u>pronounce</u> the syllables in two-syllable words by using <i>gestures and</i> Manipulatives.   |  | <b>VU:</b> Consonant, vowel   |
|  |   |   |   |  | <b>LFC:</b> Commands  |
|  |   |   |   |  | <b>LC:</b> Varies by ELP level  |
|  | ELP 1   | ELP 2   | ELP 3   | ELP 4  | ELP 5   |
| Language Objectives  | Identify the syllables in two-syllable, known, high-frequency words.  | Identify the syllables in two-syllable, content-related, familiar words.  | Identify the syllables in some two-syllable content-based, familiar words.  | Identify the syllables in two-syllable content-based familiar and some nonsense words.                 | Identify the syllables in two-syllable nonsense and content-based, grade-level words. |
| Learning Supports  | <a href="#">Consonant and Vowel Charts</a><br><a href="#">Gestures</a><br><a href="#">Partner Work</a><br><a href="#">Letter Tiles</a><br><a href="#">Pictures/Photographs</a><br><a href="#">L1 support</a><br><a href="#">Teacher Modeling</a><br><a href="#">Manipulatives</a> | <a href="#">Consonant and Vowel Charts</a><br><a href="#">Gestures</a><br><a href="#">Letter Tiles</a><br><a href="#">Pictures/Photographs</a><br><a href="#">L1 support</a><br><a href="#">Teacher Modeling</a><br><a href="#">Manipulatives</a> | <a href="#">Consonant and Vowel Charts</a><br><a href="#">Pictures/Photographs</a><br><a href="#">Gestures</a><br><a href="#">Letter Tiles</a><br><a href="#">Partner Work</a><br><a href="#">Manipulatives</a> | <a href="#">Consonant and Vowel Charts</a><br><a href="#">Gestures</a><br><a href="#">Partner Work</a> |   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)   |  | Language Objective  |  | Language Needed   |
|--|--|--|---|--|---|
| <b>SLO: 15</b><br>CCSS:<br>RF.1.3.f<br>WIDA ELDS:<br>2<br>Reading<br>Speaking<br>Listening | Read words with inflectional endings (e.g., waits, waited, waiting, smaller, smallest).  |  | After listening to oral directions, <u>decode</u> words with inflectional endings (e.g., waits, waited, waiting, smaller, smallest) by using Charts <i>and</i> Visuals. |  | <b>VU:</b> Endings  |
|  |  |  |   |  | <b>LFC:</b> Present tense, past tense, present progressive tense, comparatives                            |
|  |  |  |   |  | <b>LC:</b> Varies by ELP level  |
|  | ELP 1  | ELP 2  | ELP 3   | ELP 4  | ELP 5   |
| Language Objectives  | After listening to one-step directions, decode high-frequency, known words with inflectional endings by repeating them.                                  | After listening to single-step directions, decode familiar words with inflectional endings.  | After listening to two-step directions, decode familiar words with inflectional endings.  | After listening to multi-step directions, decode familiar and some nonsense words with inflectional endings. | After listening to multi-step directions, decode nonsense and unfamiliar words with inflectional endings. |
| Learning Supports  | <a href="#">Charts</a><br><a href="#">L1 support</a><br><a href="#">Gestures</a><br><a href="#">Partner Work</a><br><a href="#">Pictures/Photographs</a> | <a href="#">Charts</a><br><a href="#">L1 support</a><br><a href="#">Gestures</a><br><a href="#">Partner Work</a><br><a href="#">Pictures/Photographs</a> | <a href="#">Charts</a><br><a href="#">Partner Work</a><br><a href="#">Pictures/Photographs</a>  | <a href="#">Charts</a><br><a href="#">Partner Work</a><br><a href="#">Pictures/Photographs</a>               |   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|   | Student Learning Objective (SLO)  |   | Language Objective  |   | Language Needed  |
|---|---|---|---|---|--|
| <b>SLO: 16</b><br>CCSS:<br>RF.1.3.g<br>WIDA ELDS:<br>2<br>Reading<br>Speaking | Identify and read grade-level high-frequency /irregular words in and out of context.  |   | Identify and/or decode high-frequency/irregular words, <i>by using a Word Wall and Manipulatives.</i>   |   | <b>VU:</b> Consonant, vowel, sound   |
|   |   |   |   |   | <b>LFC:</b> Commands   |
|   |   |   |   |   | <b>LC:</b> Varies by ELP level   |
|   | ELP 1   | ELP 2   | ELP 3   | ELP 4   | ELP 5  |
| Language Objectives   | Identify and/or decode selected, familiar, high-frequency words in context.   | Identify and/or decode selected high-frequency words in context.  | Identify and/or decode key high frequency words in context, some at grade level.  | Identify and/or decode key high-frequency and some irregular words in context, some at grade level. | Identify and/or decode grade-level, high frequency /irregular words in and out of context. |
| Learning Supports   | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">Teacher Modeling</a><br><a href="#">Manipulatives</a> | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">Teacher Modeling</a><br><a href="#">Manipulatives</a> | <a href="#">Word/Picture Wall</a><br><a href="#">Sound-symbol Charts</a><br><a href="#">Letter Tiles</a><br><a href="#">Teacher Modeling</a><br><a href="#">Manipulatives</a> | <a href="#">Word/Picture Wall</a><br><a href="#">Sound-symbol Charts</a>                            | <a href="#">Word/Picture Wall</a>  |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.



## ELA – Grade 1 - Unit 5 – ELL Scaffold

|   | Student Learning Objective (SLO)   |   | Language Objective  |   | Language Needed   |
|---|--|---|---|---|---|
| <b>SLO: 17</b><br>CCSS:<br>RF.1.4.a,b<br>WIDA ELDS:<br>2<br>Reading<br>Speaking | Establish a purpose for reading and use reading strategies to answer comprehension questions about the text while adjusting reading rate to support accuracy and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection). |   | <u>Answer</u> questions about a text by using <i>think alouds</i> , <i>reading strategies</i> and Charts.   |   | <b>VU:</b> Perhaps, maybe, opinion  |
|   |  |   |   |   | <b>LFC:</b> Question words  |
|   |  |   |   |   | <b>LC:</b> Varies by ELP level  |
|   | ELP 1  | ELP 2   | ELP 3   | ELP 4   | ELP 5   |
| Language Objectives   | Answer questions about a grade level story in L1 and/or by answering Choice questions.   | Answer questions about a grade-level text in L1 and/or from a leveled text using selected vocabulary in phrases or short sentences.   | Answer questions about a leveled text with key vocabulary in a series of simple sentences.  | Answer questions about a leveled text with key vocabulary in expanded and some complex sentences. | Answer questions about a grade-level text with precise vocabulary in multiple, complex sentences. |
| Learning Supports   | <a href="#">L1 support</a><br><a href="#">Pictures/Photographs</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Think -aloud</a><br><a href="#">Choice questions</a><br><a href="#">Charts</a><br>Reading strategies  | <a href="#">L1 support</a><br><a href="#">Pictures/Photographs</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Think -aloud</a><br><a href="#">Sentence Frame</a><br><a href="#">Charts</a><br>Reading strategies | <a href="#">Pictures/Photographs</a><br><a href="#">Word Wall</a><br><a href="#">Think -aloud</a><br><a href="#">Charts</a><br>Reading strategies | <a href="#">Think -aloud</a><br><a href="#">Charts</a>  |   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|   | Student Learning Objective (SLO)   |   | Language Objective  |  | Language Needed  |  |
|---|--|---|---|--|--|--|
| <b>SLO: 18</b><br>CCSS:<br>RF.1.4.c<br>WIDA ELDS:<br>2<br>Reading<br>Speaking | Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy rate and comprehension. |   | Read with accuracy, fluency and comprehension by using Pictures and <i>word pattern</i> Charts.       |  | <b>VU:</b> Fluency   |  |
|   |  |   |   |  | <b>LFC:</b> Simple sentences                                     |  |
|   |  |   |   |  | <b>LC:</b> Varies by ELP level                                   |  |
|   | ELP 1  | ELP 2   | ELP 3   | ELP 4  | ELP 5  |  |
| Language Objectives   | Read selected single words with accuracy, fluency and comprehension.   | Read selected phrases and short sentences with accuracy, fluency and comprehension.   | Read simple sentences with accuracy, fluency and comprehension.                                       | Read leveled texts with accuracy, fluency and comprehension. | Read grade level texts with accuracy, fluency and comprehension. |  |
| Learning Supports   | Word Patterns<br><a href="#">Pictures/Photographs</a><br><a href="#">Partner Work</a><br><a href="#">L1 support</a><br>Leveled Text                  | Word Patterns<br><a href="#">Pictures/Photographs</a><br><a href="#">Partner Work</a><br><a href="#">L1 support</a><br>Leveled Text | Word Patterns<br><a href="#">Pictures/Photographs</a><br><a href="#">Partner Work</a><br>Leveled Text | Word Patterns  |  |  |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)   |   | Language Objective  |  | Language Needed  |
|--|--|---|---|--|--|
| <b>SLO: 19</b><br>CCSS:<br>W.1.3<br>WIDA ELDS:<br>2<br>Writing | Use the writing process: show a progressing and chronological narrative recounting two or more events using temporal words, including some details and a closing sentence. |   | <u>Write</u> a narrative in sequence, using a Timeline.   |  | <b>VU:</b> Chronology  |
|  |  |   |   |  | <b>LFC:</b> Temporal words, simple present tense   |
|  |  |   |   |  | <b>LC:</b> Varies by ELP level   |
|  | ELP 1  | ELP 2   | ELP 3   | ELP 4  | ELP 5  |
| Language Objectives  | Write a sequential narrative in L1, and/or write or draw selected single words in English, using time order words and incorporating high-frequency vocabulary.             | Write a sequential narrative in L1, and/or write or draw short phrases in English, using time order words and incorporating selected vocabulary.          | Write a sequential narrative using simple, related sentences with time order words, incorporating key vocabulary. | Write a sequential narrative in expanded and some complex sentences, using time order words, incorporating key vocabulary. | Write a sequential narrative in multiple, complex sentences using time order words and incorporating precise vocabulary. |
| Learning Supports  | <a href="#">Word/Picture Wall</a><br><a href="#">Teacher Support</a><br><a href="#">Visuals</a><br><a href="#">Timeline</a><br><a href="#">L1 support</a>                  | <a href="#">Word/Picture Wall</a><br><a href="#">Teacher Support</a><br><a href="#">Visuals</a><br><a href="#">Timeline</a><br><a href="#">L1 support</a> | <a href="#">Word Wall</a><br><a href="#">Visuals</a><br><a href="#">Timeline</a>                                  | <a href="#">Word Wall</a><br><a href="#">Timeline</a>  | <a href="#">Timeline</a>   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)  |   | Language Objective  |   | Language Needed  |
|--|---|---|---|---|--|
| <b>SLO: 20</b><br>CCSS:<br>W.1.5<br>WIDA ELDS:<br>2<br>Reading<br>Writing<br>Listening | With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.                            |   | <u>Revise writing</u> by adding details using a Checklist for editing <i>and</i> Partner work.                                      |   | <b>VU:</b> Revise, edit, “show don’t tell,” describe   |
|  |   |   |   |   | <b>LFC:</b> Adjectives, simple sentences, conditional tense  |
|  |   |   |   |   | <b>LC:</b> Varies by ELP level   |
|  | ELP 1   | ELP 2   | ELP 3   | ELP 4   | ELP 5  |
| Language Objectives  | Revise writing by adding details in L1 and/or by drawing Pictures and using single words to label Pictures.   | Revise writing by adding details in L1 and/or by drawing Pictures using selected vocabulary in key phrases and short sentences.   | Revise writing by adding details using key vocabulary in a series of simple, related sentences.                                     | Revise writing by adding details using key vocabulary in expanded and some complex sentences. | Revise writing by adding details using precise vocabulary, conjunctions, and transitions in multiple, complex sentences. |
| Learning Supports  | Model<br><a href="#">Word/Picture Wall</a><br><a href="#">Partner Work</a> (mixed ELP proficiency)<br><a href="#">Checklist for Editing</a><br><a href="#">L1 support</a> | Model<br><a href="#">Word/Picture Wall</a><br><a href="#">Partner Work</a> (mixed ELP proficiency)<br><a href="#">Checklist for Editing</a><br><a href="#">L1 support</a> | Model<br><a href="#">Word Wall</a><br><a href="#">Partner Work</a> (mixed ELP proficiency)<br><a href="#">Checklist for Editing</a> | Model   |  |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)  |   | Language Objective  |  | Language Needed  |
|--|---|---|---|--|--|
| <b>SLO: 21</b><br>CCSS:<br>W.1.6<br>WIDA ELDS:<br>2<br>Reading<br>Speaking | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.                                    |   | <u>Compose and publish</u> informational writing collaboratively by using <i>models</i> , Visuals, and Graphic Organizers.                |  | <b>VU:</b> Describe, opening, closing, table of contents   |
|  |   |   |   |  | <b>LFC:</b> Simple present, adjectives, temporal words   |
|  |   |   |   |  | <b>LC:</b> Varies by ELP level   |
|  | ELP 1   | ELP 2   | ELP 3   | ELP 4  | ELP 5  |
| Language Objectives  | 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. |
| Learning Supports  | Model<br><a href="#">Visuals</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Small group/triads</a><br><a href="#">Graphic Organizers</a><br><a href="#">L1 support</a> | Model<br><a href="#">Visuals</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Small group/triads</a><br><a href="#">Graphic Organizers</a><br><a href="#">L1 support</a> | Model<br><a href="#">Visuals</a><br><a href="#">Word Wall</a><br><a href="#">Small group/triads</a><br><a href="#">Graphic Organizers</a> | Model<br><a href="#">Small group/triads</a>  | <a href="#">Small group/triads</a>   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)  |   | Language Objective  |  | Language Needed   |
|--|---|---|---|--|---|
| <b>SLO: 22</b><br>CCSS:<br>W.1.8<br>WIDA ELDS:<br>2<br>Writing | With guidance and support, use personal experiences or gathered information from provided sources (e.g., magazines, educational websites) to answer a question.                 |   | Write an “all about” book using a <i>model and</i> Graphic Organizers.  |  | <b>VU:</b> Research, table of contents, Glossary, index, chapter, non-fiction text features |
|  |   |   |   |  | <b>LFC:</b> Simple present tense  |
|  |   |   |   |  | <b>LC:</b> Varies by ELP level  |
|  | ELP 1   | ELP 2   | ELP 3   | ELP 4  | ELP 5   |
| Language Objectives  | Compose an “all about” book in L1 and/or in English using Pictures, selected single words, to complete cloze sentences.   | Compose an “all about” book in L1 and/or in English using Pictures, phrases, and selected vocabulary to complete Sentence Frames.   | Compose an “all about book” using key vocabulary in a series of simple, related sentences.  | Compose an “all about” book using key vocabulary in expanded and some complex sentences. | Compose an “all about” book using precise vocabulary in multiple, complex sentences.        |
| Learning Supports  | Model<br><a href="#">Visuals</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Small group/triads</a><br><a href="#">Graphic Organizers</a><br><a href="#">L1 support</a> | Model<br><a href="#">Visuals</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Small group/triads</a><br><a href="#">Graphic Organizers</a><br><a href="#">L1 support</a> | Model<br><a href="#">Visuals</a><br><a href="#">Word Wall</a><br><a href="#">Small group/triads</a><br><a href="#">Graphic Organizers</a> | Model<br><a href="#">Small group/triads</a>  | <a href="#">Small group/triads</a>  |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)  |   | Language Objective  |   | Language Needed   |
|--|---|---|---|---|---|
| <b>SLO: 23</b><br>CCSS:<br>SL.1.1a,b,c<br>WIDA ELDS:<br>2<br>Speaking<br>Listening | Engage in collaborative discussions following agreed-upon rules for listening and group discussions (e.g., looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor) and asking questions for clarification. |   | <u>Listen to and converse</u> with peers by linking ideas to other speakers and taking turns in Small group/ triads using Cue Cards                           |   | <b>VU:</b> Take turns   |
|  |   |   |   |   | <b>LFC:</b> Transitional, linking phrases   |
|  |   |   |   |   | <b>LC:</b> Varies by ELP level  |
|  | ELP 1   | ELP 2   | ELP 3   | ELP 4   | ELP 5   |
| Language Objectives  | Listen to and converse with peers by linking ideas to other speakers and taking turns in L1 and/or using Pictures and selected single words.  | Listen to and converse with peers by linking ideas to other speakers and taking turns in L1 and/or using Pictures and selected vocabulary in key phrases and short sentences. | Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using key vocabulary in a series of simple, related sentences. | Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using key vocabulary in expanded and some complex sentences. | Listen to and converse with peers by linking ideas to other speakers and taking turns speaking using precise vocabulary in complex sentences. |
| Learning Supports  | <a href="#">Small group/triads</a><br><a href="#">Cue Cards</a><br><a href="#">Word/Picture Wall</a><br><a href="#">L1 support</a><br>Cloze sentences<br><a href="#">Pictures</a>   | <a href="#">Small group/triads</a><br><a href="#">Cue Cards</a><br><a href="#">Word/Picture Wall</a><br><a href="#">L1 support</a><br><a href="#">Sentence Frame</a>          | <a href="#">Small group/triads</a><br><a href="#">Cue Cards</a><br><a href="#">Word Wall</a>  | <a href="#">Small group/triads</a>  | <a href="#">Small group/triads</a>  |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|   | Student Learning Objective (SLO)   |  | Language Objective   |   | Language Needed   |
|---|--|--|--|---|---|
| <b>SLO: 24</b><br>CCSS:<br>SL.1.4<br>WIDA ELDS:<br>2<br>Speaking<br>Listening | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                        |  | <u>Orally describe</u> people, places, things, and events with details, using a Story Elements Worksheet.  |   | <b>VU:</b> Character, events, setting, detail   |
|   |  |  |  |   | <b>LFC:</b> Adjectives, declarative sentences, present- and past-tense verbs                                  |
|   |  |  |  |   | <b>LC:</b> Varies by ELP level  |
|   | ELP 1  | ELP 2  | ELP 3  | ELP 4   | ELP 5   |
| Language Objectives   | Orally describe story elements using L1 and/or in a leveled text, use Pictures, gestures and selected vocabulary in key phrases. | Orally describe story elements using L1 and/or in a leveled text, use Pictures and selected vocabulary in key phrases and short sentences. | Orally describe story elements in a leveled text using key vocabulary in a series of simple sentences and. | Orally describe story elements in a leveled text using key vocabulary in expanded and some complex sentences. | Orally describe story elements in a grade-level text using precise vocabulary in multiple, complex sentences. |
| Learning Supports   | <a href="#">L1 support Word/Picture Wall Story Elements Worksheet</a>  | <a href="#">L1 support Word/Picture Wall Story Elements Worksheet</a>  | <a href="#">Word Wall Story Elements Worksheet</a>   | <a href="#">Story Elements Worksheet</a>  |   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.



## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)  |  | Language Objective  |   | Language Needed   |
|--|---|--|---|---|---|
| <b>SLO: 25</b><br>CCSS:<br>SL.1.5<br>WIDA ELDS:<br>2<br>Speaking | Add drawings, models, or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |  | <u>Orally describe</u> ideas and feelings using <i>drawings and</i> Visuals.                      |   | <b>VU:</b> Describe, emotions, ideas, traits  |
|  |   |  |   |   | <b>LFC:</b> Adjectives, temporal words  |
|  |   |  |   |   | <b>LC:</b> Varies by ELP level  |
|  | ELP 1   | ELP 2  | ELP 3   | ELP 4   | ELP 5   |
| Language Objectives  | Orally describe ideas and feelings in L1 and/or using drawings, Pictures, gestures and selected single words.             | Orally describe ideas and feelings in L1 and/or using drawings, Pictures and selected vocabulary in key phrases and short sentences. | Orally describe ideas and feelings using key vocabulary in a series of simple, related sentences. | Orally describe ideas and feelings using key vocabulary in expanded and some complex sentences. | Orally describe ideas and feelings using precise vocabulary in multiple, complex sentences. |
| Learning Supports  | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br>Drawings<br><a href="#">Visuals</a>                    | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br>Drawings<br><a href="#">Visuals</a>                               | <a href="#">Word Wall</a><br>Drawings<br><a href="#">Visuals</a>                                  | <a href="#">Word Wall</a><br><a href="#">Visuals</a>  | <a href="#">Word Wall</a>   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|   | Student Learning Objective (SLO)  |   | Language Objective   |  | Language Needed  |
|---|---|---|--|--|--|
| <b>SLO: 26</b><br>CCSS:<br>SL.1.6<br>WIDA ELDS:<br>1, 2<br>Speaking | During informal conversations or presentations, demonstrate the use of subjects and verbs to form complete sentences. |   | <u>Speak</u> using subjects and verbs in complete sentences, using a Language Reference Sheet. |  | <b>VU:</b> Informal, conversation, presentation                                      |
|   |   |   |  |  | <b>LFC:</b> Subject, verb, subject-verb agreement                                    |
|   |   |   |  |  | <b>LC:</b> Varies by ELP level   |
|   | ELP 1   | ELP 2   | ELP 3  | ELP 4  | ELP 5  |
| Language Objectives   | 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. |
| Learning Supports   | <a href="#">Language Reference Sheet</a><br><a href="#">Word/Picture Wall</a><br><a href="#">L1 support</a>           | <a href="#">Language Reference Sheet</a><br><a href="#">Word/Picture Wall</a><br><a href="#">L1 support</a> | <a href="#">Language Reference Sheet</a><br><a href="#">Word Wall</a>                          | <a href="#">Language Reference Sheet</a>   |  |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)  |   | Language Objective  |  | Language Needed  |
|--|---|---|---|--|--|
| <b>SLO: 27</b><br>CCSS:<br>L.1.1.d,g,h,i<br>WIDA ELDS:<br>2<br>Speaking<br>Writing | Use pronouns (personal, possessive, and indefinite), frequently occurring conjunctions, demonstratives (e.g., this, that, these) and appropriate prepositions to form and complete sentences when speaking and writing. |   | <u>Speak and write</u> using pronouns, conjunctions, and prepositions using a Charts.                             |  | <b>VU:</b> Audience, grammar   |
|  |   |   |   |  | <b>LFC:</b> Pronouns, conjunctions, demonstratives, prepositions   |
|  |   |   |   |  | <b>LC:</b> Varies by ELP level   |
|  | ELP 1   | ELP 2   | ELP 3   | ELP 4  | ELP 5  |
| Language Objectives  | 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. |
| Learning Supports  | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Charts</a>   | <a href="#">L1 support</a><br><a href="#">Word/Picture Wall</a><br><a href="#">Charts</a>                     | <a href="#">Word Wall</a><br><a href="#">Charts</a>   | <a href="#">Charts</a>   |  |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)  |   | Language Objective  |   | Language Needed   |
|--|---|---|---|---|---|
| <b>SLO: 28</b><br>CCSS:<br>L.1.2.c<br>WIDA ELDS:<br>2<br>Writing | Use commas where needed in sentences that contain a series of single words or dates.  |   | <u>Write</u> using commas correctly using a Language Reference Sheet.             |   | <b>VU:</b> Date, comma  |
|  |   |   |   |   | <b>LFC:</b> Single words, sentences,  |
|  |   |   |   |   | <b>LC:</b> Varies by ELP level  |
|  | ELP 1   | ELP 2   | ELP 3   | ELP 4   | ELP 5   |
| Language Objectives  | Use commas when writing dates and a series of single words.   | Use commas when writing dates a series of single words or phrases in short sentences.                       | Use commas when writing in dates or a series of single words in simple sentences. | Use commas when writing dates or in complete sentences. | Use commas when writing dates or a series of single words in multiple, complex sentences. |
| Learning Supports  | <a href="#">Word/Picture Wall</a><br><a href="#">Language Reference Sheet</a><br><a href="#">L1 support</a><br><a href="#">Pictures</a> | <a href="#">Word/Picture Wall</a><br><a href="#">Language Reference Sheet</a><br><a href="#">L1 support</a> | <a href="#">Word Wall</a><br><a href="#">Language Reference Sheet</a>             | <a href="#">Language Reference Sheet</a>                |   |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and Small group/ triads activities are effective strategies that build academic language.

## ELA – Grade 1 - Unit 5 – ELL Scaffold

|  | Student Learning Objective (SLO)   |  | Language Objective   |  | Language Needed   |
|--|--|--|--|--|---|
| <b>SLO: 29</b><br>CCSS:<br>L.1.4.a,b<br>WIDA ELDS:<br>2<br>Reading | Use sentence-level context and frequently occurring affixes (e.g., dis-) as a clue to determine the meaning of a word or phrase. |  | Use context and frequently occurring affixes to <u>determine</u> meanings of words using a Charts <i>and</i> L1.             |  | <b>VU:</b> Base word, affix, prefix opposite, negative  |
|  |  |  |  |  | <b>LFC:</b> Affixes   |
|  |  |  |  |  | <b>LC:</b> Varies by ELP level  |
|  | ELP 1  | ELP 2  | ELP 3  | ELP 4  | ELP 5   |
| Language Objectives  | 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. |
| Learning Supports  | <a href="#">Charts</a><br><a href="#">Word/Picture Wall</a><br><a href="#">L1 support</a>  | <a href="#">Charts</a><br><a href="#">Word/Picture Wall</a><br><a href="#">L1 support</a>  | <a href="#">Charts</a><br><a href="#">Word Wall</a>  | <a href="#">Charts</a>   |   |

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