

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

(place an “X” before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>

Amistad Law

Listen and watch *A Picture Book of Rosa Parks* by David Adler to make a class timeline of Rosa Parks’ contributions to the civil rights movement. Listen, read and watch *Mirandy and Brother Wind* to define a folktale and complete our own cakewalks. Read poems to explore black american history and culture

Holocaust Law

Discuss and define discrimination using the text *The Sneetches*.
Discuss and define discrimination and what a bystander is using *Lovable Lyle*.

Discuss what it means to prejudge and stereotype by doing an activity about judging a book by its cover. Then, have each student design the book cover of their favorite book.

LGBTQ+ and Disabilities Law

Listen, read and discuss the gifts of Charlie (and others with disabilities) using the book *My Brother Charlie*.
Read and discuss *Freda the Frog and The Two Mommas Next Door*. Students can use this story to discuss what different families look like, and traits both parents have.
Discuss gender expression and LGBTQ+ perspectives using text *Julián the Mermaid*.
Discuss and brainstorm how kindness can put an end to name-calling. Make a Garden of Kindness to display pictures and write about their own acts of kindness.

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

Diversity & Inclusion

Investigate the ‘I am special’ theme using books *Chameleon’s Colors* by Chisatro Tashiro and *Fish is Fish* by Leo Lionni.

Read, listen and discuss the story of Luis Soriano using *Biblioburro* text and video below.

Read, listen and discuss *The Legend of Freedom Hill, the story of 2 friends Sophie and Rosabel*.

Standards in Action:

Watch and discuss what climate change is using <https://climatekids.nasa.gov/climate-change-meaning/>. Compile a class list of the gifts the earth provides us.

The Tale of Two Thermometers experiment <https://kidminds.org/how-to-explain-the-greenhouse-effect-to-kids-with-printables/>

Read and discuss *Polar Bear, Why Is Your World Melting?* to discuss greenhouse gases and global warming.

Lesson 16: *Let's Go to the Moon* by Stephen R. Swinburne

Essential Question(s): What is important to know about the moon?

What do astronauts do?

ANCHOR TEXT: *Let's Go to the Moon* (Informational)

Leveled Readers: *The Sun, Seasons, Living and Working in Space, and The Seasons of the Year*

Vocabulary Reader: *In the Sky*

Connected Text: *Mae Jemison* (Biography)

Read Aloud: *One Giant Leap*

Decodable Stories to Read: *Go, Jones!, So Much Fun, June's Picture, My Mule, Duke*

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 16	RF.1.1a recognize the features of a sentence	<ul style="list-style-type: none"> ● Comprehension: Main idea and details ● Grammar: Questions ● Vocabulary strategies: Suffixes –y, -ful ● Fluency: Stress ● Writing: a narrative (a story about a fictional or real event) and thinking about ideas 	VU	Rules, take turns
NJSLS:	RI.1.1 ask and answer questions about key details		LFC	Complete sentences
RF.1.1a	RI.1.2 identify the main topic and retell key details		LC	Varies by ELP level
RI.1.1	RI.1.5 know and use text features to locate facts or information			
RI.1.2	RI.1.8 identify the reasons an author gives to support points			

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

<p>RI.1.5 RI.1.8 RI.1.10 SL.1.4 L.1.1j L.1.6 L.1.2b W.1.3 W.1.5 WIDA 2: Speaking Listening</p>	<p>RI.1.10 read informational texts SL.1.4 Describe people, places, things, and events with details, express ideas and feelings clearly L.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences L.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts L.1.2b use end punctuation for sentences W.1.3 write narratives W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing</p>	<p>Phonics: Using long o (CV, CVCe) and long u (CVCe) Spelling Words: Short a words <i>so, go, home, hole, no, rope, joke, poke, stove, and bone</i> High Frequency (Words to Know): <i>around, because, before, bring, carry, light, show, and think</i> Sight Words: who, could, him, how than High Utility Words: air, astronaut, breathe, safe, space, spacesuit, flag, Moon Lesson 16- Focus Wall</p>		
---	--	---	--	--

Language Objectives- "I Can..."					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Ask questions about Let's Go to the Moon	Display several short questions, such as What is today? Who is your teacher? and Where are we? Have students identify, pronounce, and write each question word	Help students think of a question about Let's Go to the Moon! Have partners take turns asking each other their questions. Help them write the question words they use	Have partners write three question words on index cards. Have them take turns choosing a card, reading the question word, and using it to prompt a question about Let's Go to the Moon!	Have partners brainstorm questions about Let's Go to the Moon! Have them use as many question words as they can. Then have groups take turns asking and answering one another's questions	Have partners use question words to ask questions about familiar classroom objects or events
Identify and use long u word	Write and read huge, rule, cute. Point to the letters that stand for long u. Then help students say the long u sound and	Write Bruce, huge, cute. Help students read each word. Have students circle the letters that stand for /U	Have students say long u words like mute, use, cute. Discuss what they mean. Have students use the words in phrase	Have students brainstorm three words with /U/ and say them aloud. Have them use each word in a sentence	Have small groups think of three /ū/ words and use them in phrases or simple sentences

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

	write the letter u.				
Identify and use questions	Display the question What do we need in space? Have pairs read the question aloud. Then have them underline the question word and circle the end punctuation.	Display the frame _____ are there no plants in space _____ Have students read the frame and fill in the first blank with a question word and end the frame with a question mark	Have students choose two question words and orally form questions about space travel. Write their questions and have students underline the question words and circle the question marks	Have students write original questions and exchange them with a partner. Have partners underline the question words and circle the question mark	Have partners write three sentences using a question word and the correct punctuation
Use domain specific vocabulary to write about traveling in space	Read aloud with students the sentence frames above. Then have them take turns filling in the blanks in each sentence	Have students write the sentence frames in their notebooks. Then ask them to complete each sentence	Have partners complete these sentences: My favorite way to travel is _____. I would like to visit _____. Then have them take turns reading the sentences to each other	Have students recall a trip they may have taken or read about. Have them write two or three sentences using the sentence frames as a model. Then have students take turns reading their sentences aloud	Have partners help each other check for and include domain-specific words in their writing
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	● I can sort objects with the help of labels or picture support.	● I can identify labeled illustrations when asked who, what, when, where, why, or how questions.	● I can match labeled illustrations to "how" and "why" questions.	● I can identify what authors say in stories read aloud to me.	● I can identify steps or stages of processes or events from informational or explanatory texts.
Speaking	● I can repeat words, phrases, and memorized chunks of language about different topics.	● I can state content related facts in context (playing telephone).	● I can retell simple stories using pictures.	● I can restate information with some detail.	● I can present information to the class about something we have learned about.

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

Listening	● I can identify words that express my opinion.	● I can agree or disagree with short statements or gestures. ("Today is Monday." "Clap one time for yes. Clap two times for no.")	● I can follow descriptive directions. ("Raise two hands if you like ice cream!")	● I can make observations and claims based on my experiences.	● I can identify reasons for people's choices when I listen.
Writing	● I can draw icons or symbols to show what I like or do not like.	● I can tell facts about a topic.	● I can state what I like and do not like about my life. ("I want to go ____.")	● I can state reasons for my opinions about a topic in my writing.	● I can tell more and give examples in my writing.
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Lesson 16 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 16 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 16 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 16 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background-</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 16 Words to Know- Context Cards pp 61-68 Language Support Cards Unit 3, L 11 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, TH digraph Grammar-Proper Nouns Lesson 8- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background-</p>

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

	<p>Eileen Collins, <i>The Moon Glogster</i>- Lesson 16 Vocab- Lesson 16 Spelling words -Lesson 16 Retelling Cards- Lesson 16 Writing- Topic & Detail Sentences</p>	<p>Eileen Collins, <i>The Moon Glogster</i>- Lesson 16 Vocab- Lesson 16 Spelling words -Lesson 16 Retelling Cards- Lesson 16 Writing- Topic & Detail Sentences</p>	<p>Eileen Collins, <i>The Moon Glogster</i>- Lesson 16 Vocab- Lesson 16 Spelling words -Lesson 16 Retelling Cards- Lesson 16 Writing- Topic & Detail Sentences</p>	<p>Eileen Collins, <i>The Moon Glogster</i>- Lesson 16 Vocab- Lesson 16 Spelling words -Lesson 16 Retelling Cards- Lesson 16 Writing- Topic & Detail Sentences</p>	<p>Eileen Collins, <i>The Moon Glogster</i>- Lesson 16 Vocab- Lesson 16 Spelling words -Lesson 16 Retelling Cards- Lesson 16 Writing- Topic & Detail Sentences</p>
<p>Accomodations- Differentiate- <i>Words to Know L16</i> Audio: <i>Let's go to the Moon!</i></p>			<p>Leveled Reader: <i>The Seasons of the Year</i> Vocab Reader: <i>In the Sky</i> Native Language Support</p>		

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

Lesson 17: *The Big Trip* by Baleri Gorbachev

**Essential Question(s): How are ways to travel the same and different?
What are some different ways to travel?**

ANCHOR TEXT: *The Big Trip* (Fantasy)

Leveled Readers: *Bear Swims, Flying, The Mountain, and Flying in an Airplane*

Vocabulary Reader: *Going to School*

Connected Text: *Lewis and Clark's Big Trip* (Informational)

Read Aloud: *The Rainy Trip*

Decodable Stories to Read: [At the Beach](#), [Who Will Teach Us?](#), [Plunk, Plunk](#), [The King's Song](#)

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 17	RF.1.3g recognize and read irregularly spelled words	<ul style="list-style-type: none"> ● Comprehension: Compare and contrast and visualize; Author's craft: dialogue ● Grammar: Kinds of sentences-Is it a statement or a question? ● Vocabulary strategies: Classify and categorize: transportation words ● Fluency: Phrasing with attention to punctuation especially question marks(punctuation marks are like road signs--For example: they help you to know when to stop) ● Writing: Writing a narrative and thinking about ideas <p>Phonics: Using long e (CV, CVCe), ee, ea, -ng, and -nk; using -ean, -ink</p>	VU	People, places and things
NJSLS:	RL.1.3 describe characters, settings, and major events		LFC	Adjectives/noun agreement
RF.1.3g	RL.1.6 identify who is telling the story			
RL.1.3	RL.1.9 compare and contrast adventures and experiences of character			
RL.1.6	RL.1.10 read prose and poetry			
RL.1.9	RI.1.6 distinguish between information provided by pictures and words			
RL.1.10	RI.1.9 identify similarities in and differences between texts on the same topic			
RI.1.6	SL.1.4 Describe people, places, things, and events with details, express ideas and feelings clearly			
SL.1.4	SL.1.5 add drawings or visual displays to descriptions to clarify ideas, thoughts, and feelings			
SL.1.5	L.1.1a print upper- and lowercase letters			
L.1.1a			LC	Varies by ELP level
L.1.1j				

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

<p>L.1.2b W.1.1 W.1.3 W.1.5</p> <p>WIDA 2: Listening</p>	<p>L.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences</p> <p>L.1.2b use end punctuation for sentences</p> <p>W.1.1 write opinion piece</p> <p>W.1.3 write narratives</p> <p>W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing</p>	<p>Spelling Words: Long e words <i>me, be, read, feet, tree, keep, eat, mean, sea, and these</i></p> <p>High Frequency (Words to Know): <i>about, could, sure, by, don't, there, car, and maybe</i></p> <p>Sight Words: two, may, only, most, its</p> <p>High Utility Words: air, far, land, sea, trip, boat, plane, train</p> <p>Lesson 17- Focus Wall</p>		
--	--	--	--	--

Language Objectives- "I Can...."					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Visualize story details of The Big Trip with a partner	Tell students to imagine Pig and Goat on a big trip. Have them draw what they see in their minds. Help them describe their pictures with words	Tell students to imagine Pig and Goat on a trip. Have them draw what they see in their minds. Help them describe their pictures using phrases	Have partners visualize Pig and Goat on a big trip. Have them draw what they see and describe their pictures using simple sentences	Have students visualize Pig and Goat on a big trip. Have them draw what they see and describe it to partners using complete sentences	Have one partner read aloud a part of the story for the other to visualize
Identify and form compound sentences	Write on the board: You can come to my place, but I won't be here. Have students read the sentence aloud. Then help them identify the two short original sentences and the connecting word	Provide the sentence frame You can take the bus, ____ you may want to walk down ten blocks. Have students provide the connecting word (or). Continue practicing with other compound sentences and	Provide a sentence frame such as I was leaving for a walk, but _____. Have students finish the compound sentence. Continue practicing with other similar sentence frames	Have partners work together. One dictates the beginning of a compound sentence. Write it on the board. The other partner dictates the second part of the compound sentence. Continue	Allow students to take turns to provide the connecting word in each case. Have students correctly identify and use compound sentences

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

		connecting words		practicing.	
Use domain-specific vocabulary to write about going on a trip	Read aloud with students the sentence frames. Then have them take turns completing each sentence.	Have students write the sentence frames in their notebooks. Then ask them to complete each sentence	Have partners complete these sentences: My favorite way to travel is _____. I would like to visit _____. Have them add one or two detail	Have students recall a trip they read about or took and write three sentences about it. Then have partners read their work aloud	Have partners brainstorm details they might add to their stories to make it more interesting
identify and use words with final /ng/ and /nk/ sounds	Write ng and nk. Point to each group of letters. Help students pronounce the /ng/ and /nk/ sounds and write the letter	Write sing, sink, think, and thing. Help students pronounce each word. Have them circle the letters that stand for the /ng/ and /nk/ sound	Have students pronounce and write /ng/ and /nk/ words such as ring, rink, sing, and sink. Discuss the meaning of each word.	Have students brainstorm 3 words with /ng/ or /nk/ sounds and say them aloud. Have them use each word in a phrase or sentence	Have small groups think of three /ng/ and /nk/ words and use them in phrases or simple sentence
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	● I can use pictures and illustrations to identify themes or storylines.	● I can point to icons, letters, or illustrated words and phrases in texts or stories.	● I can identify wh- words in questions (<i>who, what, when, where, why</i>).	● I can identify the main idea of a text or story.	● I can identify the characters, setting, and events in a narrative story.
Speaking	● I can follow the speaker to show I understand.	● I can follow along with familiar routines of small or large groups.	● I can ask questions when I don't understand.	● I can use the appropriate speaking voice with my friends and teachers.	● I can ask and answer questions to continue having a conversation with my friends or teacher.
Listening	● I can mimick gestures.	● I can act out oral statements using manipulatives or real-life objects.	● I can sequence pictures of stories read aloud (<i>beginning, middle, end</i>).	● I can identify characters, plots, and settings from stories that are real or told to me.	● I can listen to instructions and create something with a partner.

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

Writing	● I can answer who, what, when, where, why, & how questions using pictures.	● I can label pictures.	● I can recall information from personal events or situations.	● I can describe what I see either from a first-hand experience or from media.	● I can edit personal narratives based on rubrics or my teacher's expectations.
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Lesson 17 Words to Know- Context Cards pp 109-116, Vocab. words Language Support Cards Unit 4, L 17 Cross Curricular Activity Bank- Interactive Content Video- Compare & Contrast, Long E (ee, ea) Grammar-Compound sentences Lesson 17- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Lewis and Clark, Hot Air Balloons Glogster- Lesson 17</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 17 Words to Know- Context Cards pp 109-116, Vocab. words Language Support Cards Unit 4, L 17 Cross Curricular Activity Bank- Interactive Content Video- Compare & Contrast, Long E (ee, ea) Grammar-Compound sentences Lesson 17- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Lewis and Clark, Hot Air Balloons Glogster- Lesson 17</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 17 Words to Know- Context Cards pp 109-116, Vocab. words Language Support Cards Unit 4, L 17 Cross Curricular Activity Bank- Interactive Content Video- Compare & Contrast, Long E (ee, ea) Grammar-Compound sentences Lesson 17- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Lewis and Clark, Hot Air Balloons Glogster- Lesson 17</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 17 Words to Know- Context Cards pp 109-116, Vocab. words Language Support Cards Unit 4, L 17 Cross Curricular Activity Bank- Interactive Content Video- Compare & Contrast, Long E (ee, ea) Grammar-Compound sentences Lesson 17- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Lewis and Clark, Hot Air Balloons Glogster- Lesson 17</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 17 Words to Know- Context Cards pp 109-116, Vocab. words Language Support Cards Unit 4, L 17 Cross Curricular Activity Bank- Interactive Content Video- Compare & Contrast, Long E (ee, ea) Grammar-Compound sentences Lesson 17- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Lewis and Clark, Hot Air Balloons Glogster- Lesson 17</p>

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

	Spelling words -L 17 Retelling Cards- L 17 Writing- Topic Sentences Closing Sentences	Spelling words -L 17 Retelling Cards- L 17 Writing- Topic Sentences Closing Sentences	Spelling words -L 17 Retelling Cards- L 17 Writing- Topic Sentences Closing Sentences	Spelling words -L 17 Retelling Cards- L 17 Writing- Topic Sentences Closing Sentences	Spelling words -L 17 Retelling Cards- L 17 Writing- Topic Sentences Closing Sentences
Accomodations Differentiate: <i>Words to Know L17</i> Audio: <i>The Big Trip</i>				Leveled Reader: <i>Flying in an Airplane</i> Vocab Reader: <i>Going to School</i> Native Language Support	

Lesson 18: *Where Does Food Come From?* by Shelley Rotner and Gary Goss

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

**Essential Question(s): Why do authors write nonfiction?
What do farmers need to grow food?**

ANCHOR TEXT: *Where Does Food Come From?* (Informational)

Leveled Readers: *Apples, Food for You, A World of Food and How We Get Food*

Vocabulary Reader: *My Favorite Foods*

Connected Text: *Jack and the Beanstalk* (Fairy Tale)

Read Aloud: *The Three Wishes*

Decodable Stories to Read: [Ray Trains Dex](#), [Sweet Treats](#), [What Will We Do?](#), [Let's Eat](#)

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 18 NJSLS: RF.1.3g RL.1.4 RI.1.2 RI.1.7 RI.1.8 SL.1.2 SL.1.4 L.1.2a L.1.2c W.1.1 W.1.6 WIDA: 2	RF.1.3g recognize and read irregularly spelled words RL.1.4 identify words and phrases that suggest feelings or appeal to senses RI.1.2 identify the main topic and retell key details RI.1.7 - use illustrations and details to describe key ideas RI.1.8 identify the reasons an author gives to support points SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL.1.4 Describe people, places, things, and events with details, express ideas and feelings clearly L.1.2a - capitalize dates and names of people L.1.2c use commas in dates and to separate words in a series W.1.1 write opinion pieces W.1.6 use digital tools to produce and publish writing	<ul style="list-style-type: none"> ● Comprehension: Author's purpose and summarize; Author's craft: predictable text ● Grammar: Names of months, days, and holidays; using commas with dates ● Vocabulary strategies: Multiple-Meaning words ● Fluency: Multiple-Meaning words ● Writing: Writing a friendly letter and thinking about sentence fluency <p>Phonics: Using ai, ay •Phonograms ay, ain •contractions: 'll and 'd</p> <p>Spelling Words: Long e words play, grain, sail, mail, may, rain, way, day, stay, and pain</p> <p>High Frequency (Words to Know): first, right, under, food, sometimes, your, ground, and these</p> <p>Sight Words: made, over, first, new, also</p> <p>High Utility Words: bring, cook, grow, pick, corn, popcorn</p>	VU	Upper and lower-case letters, top, middle and bottom
			LFC	Capitalization common and proper nouns
			LC	Varies by ELP level

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

Writing		Lesson 18- Focus Wall		
----------------	--	------------------------------	--	--

Language Objectives- “I Can....”					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
summarize the most important ideas in <i>Where Does Food Come From?</i>	Review photographs with students. Have them give one- or two-word answers to tell the important ideas on each page. Have them circle the important ideas	Have partners read p. 101 of <i>Where Does Food Come From?</i> and discuss the main idea. Have them complete the following sentence frame: Rice grows in ____	Have partners choose their favorite page of <i>Where Does Food Come From?</i> and use complete sentences to tell the main idea of that page	Have partners each choose two pages of <i>Where Does Food Come From?</i> to summarize. Have them write the main idea of each page in a complete sentence	Have partners summarize a leveled readers they have recently read
Use domain specific vocabulary to write a friendly letter	Have students echo read the sentence frames from the friendly letter. Then have them take turns orally completing each sentence	Have students write the sentence frames from the friendly letter in their notebooks. Then ask them to complete each sentence	Have partners complete these sentence frames in their notebooks: _____ and _____ are two foods that come from animals. _____ is my favorite vegetable. Then have them read the sentences to each other	Have students write a friendly letter about a favorite meal. Have them write two or three sentences about the food and where it came from. Have partners read their sentences aloud	Have partners help each other check for and include domain-specific vocabulary in their writing
identify the reasons an author gives to support points in the selection	Page through the selection. Model asking questions to determine the authors’ purpose for including certain info and for writing the selection. Have students repeat author’s’ purpose	Read several brief passages from the selection. Explain Entertaining, informing, and persuading. Have students decide which one best describes the author's' purpose	Read selected pages chorally. Ask questions to help students determine the author’s’ purpose for including certain information	Have partners work together to read appropriate sections in the selection. Ask partners to talk about the author’s’ purpose	have them write a sentence that tells the author’s’ purpose

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

identify and use names of months, days, and holidays, and use commas correctly in dates	Name the current month. Have Students repeat. Then have them name the current day of the week and circle it on a calendar	Say the current date. Have students repeat and write the date. Help them write the name of the month with a capital letter and insert comma in the correct place	Have students write their date of birth. Have them read the date aloud. Monitor their use of capital letters and commas	Have students write answers to questions such as What month is this? What is your favorite holiday? What is the date of your favorite holiday? Check For proper capitalization/punctuation	Have small groups work together to make a calendar of the current month that includes the days of the week and holiday
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	● I can match vocabulary to illustrated stories.	● I can identify repetitive words and phrases in texts or stories.	● I can sort illustrated content words and phrases into categories.	● I can sequence illustrations from a familiar text or read-aloud.	● I can retell a story that has been read aloud to me by drawing it or acting it out.
Speaking	● I can describe pictures or classroom objects.	● I can describe what people do from action pictures (jobs of community helpers).	● I can tell why something is happening or why something happened.	● I can describe in detail the job or purpose of people or objects.	● I can elaborate and give details about the things I learn.
Listening	● I can identify real life objects based on short sentences or phrases.	● I can sort real-life objects.	● I can follow along with a friend to make something.	● I can follow illustrated content-related spoken procedures.	● I can explain causes and effects of different things.
Writing	● I can design and draw my writing.	● I can label and illustrate.	● I can classify illustrated words and phrases into groups. (Animals that fly. Animals that swim.)	● I can describe a topic from a picture or related to a real-life experience.	● I can describe causes and effects of actions.
Learning Supports	ELL Journeys Days 1-5 Think Central- Lesson 18 Words to Know- Context Cards p 117-124, Vocab	ELL Journeys Days 1-5 Think Central- Lesson 18 Words to Know- Context Cards p 117-124, Vocab	ELL Journeys Days 1-5 Think Central- Lesson 18 Words to Know- Context Cards p 117-124, Vocab	ELL Journeys Days 1-5 Think Central- Lesson 18 Words to Know- Context Cards p 117-124, Vocab	ELL Journeys Days 1-5 Think Central- Lesson 18 Words to Know- Context Cards p 117-124, Vocab

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

	<p>Words Language Support Cards Unit 4, L 18 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, Long a with ai and ay, Months, Days, Holidays Lesson 18- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Growing Vegetables, Where does Food Come From? Glogster- Lesson 18 Spelling words -L 18 Retelling Cards- L 18 Writing- Friendly letter</p>	<p>Words Language Support Cards Unit 4, L 18 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, Long a with ai and ay, Months, Days, Holidays Lesson 18- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Growing Vegetables, Where does Food Come From? Glogster- Lesson 18 Spelling words -L 18 Retelling Cards- L 18 Writing- Friendly letter</p>	<p>Words Language Support Cards Unit 4, L 18 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, Long a with ai and ay, Months, Days, Holidays Lesson 18- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Growing Vegetables, Where does Food Come From? Glogster- Lesson 18 Spelling words -L 18 Retelling Cards- L 18 Writing- Friendly letter</p>	<p>Words Language Support Cards Unit 4, L 18 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, Long a with ai and ay, Months, Days, Holidays Lesson 18- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Growing Vegetables, Where does Food Come From? Glogster- Lesson 18 Spelling words -L 18 Retelling Cards- L 18 Writing- Friendly letter</p>	<p>Words Language Support Cards Unit 4, L 18 Cross Curricular Activity Bank- Interactive Content Video- Author's Purpose, Long a with ai and ay, Months, Days, Holidays Lesson 18- Day 1, Day 2, Day 3 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Growing Vegetables, Where does Food Come From? Glogster- Lesson 18 Spelling words -L 18 Retelling Cards- L 18 Writing- Friendly letter</p>
<p>Accomodations- Differentiate- <i>Words to Know L 18</i> Audio: <i>Where does Food Come From?</i></p>			<p>Leveled Reader:<i>How we get Food</i> Vocab Reader: <i>My Favorite Foods</i> Native Language Support</p>		

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

Lesson 19: *Tomás Rivera* by Jane Medina

Essential Question(s): What clues help you figure out how characters feel?

Why is it important to learn about people from the past?

ANCHOR TEXT: Tomas Rivera (Biography)

Leveled Readers: Working in the Park, Our Bakery, What I Want to Be, and Our Day at the Bakery

Vocabulary Reader: People in the Town

Connected Text: Life Then and Now (Informational)

Read Aloud: *Christina's Work*

Decodable Stories to Read: [It was Snow Fun](#), [Boat Rides](#), [Fun with Grams](#), [Rex Knows](#)

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 19 NJSLS: RF.1.3g RI.1.3 RI.1.4 SL.1.1b L.1.1e L.1.4a W.1.2 W.1.3 W.1.5 WIDA 2: Speaking	RF.1.3g recognize and read irregularly spelled words RI.1.3 describe the connection between individuals, events, ideas, or information in a text RI.1.4 ask and answer questions to determine or clarify the meaning of words and phrases SL.1.1b build on others' talk in conversations by responding to others' comments L.1.1e -Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase W.1.2 write informative/explanatory texts W.1.3 write narratives W.1.5 focus on a topic, respond to questions/ suggestions from peers, and add details to strengthen writing	<ul style="list-style-type: none"> ● Comprehension: Conclusions and monitor/clarify; Author's craft: word choice using descriptive details ● Grammar: Future tense-using the word will and going to ● Vocabulary strategies: Synonyms ● Fluency: Intonation ● Writing: Future tense-using the word will and going to <p>Phonics: Using oa, ow • Contractions 've. 're •Phonograms ow, oat</p> <p>Spelling Words: Long e words <u>show</u>, <u>blow</u>, <u>road</u>, <u>row</u>, <u>snow</u>, <u>toad</u>, <u>grow</u>, <u>boat</u>, <u>coat</u>, and <u>low</u></p> <p>High Frequency (Words to Know): <u>done</u>, <u>paper</u>, <u>were</u>, <u>great</u>, <u>soon</u>, <u>work</u>, <u>laugh</u>, and <u>talk</u></p> <p>Sight Words: down, make, now, way, each</p> <p>High Utility Words: bring, cook, grow, pick, corn, popcorn</p> <p>Lesson 19- Focus Wall</p>	VU	Descriptive words
			LFC	Adjective/noun word order
			LC	Varies by ELP level

Language Objectives- "I Can...."					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Monitor and clarify things you do not understand in Tomás Rivera	Read from ELL 19.6 Tomás is proud of his Grandpa. Ask students to restate this idea in their own words and write a keyword.	Write from ELL 19.6 Tomás is proud of his Grandpa. Ask students to clarify why and rewrite a key phrase that explains Tomás' pride	Have students review ELL 19.6. Ask How do we know that Tomás has always liked to read and write stories? Have students write a sentence that explains it	Have students review ELL 19.6. Ask Why did Tomás learn to love reading and writing? Have partners discuss their answer and	Have partners point out clues in the text and pictures to each other to monitor and clarify their understanding

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

				write sentences that explain it	
Identify and use the future tense using will and going to	Write-I will go to the movies tonight, and I am going to see Giants III. Have students take turns pointing to and underlining the future tense expressions	Write the sentence frame Tomorrow I will _____. Have students copy it and complete the sentence. Help them write down their ideas	Write What are you going to do tomorrow? Have students respond to the question in writing. Provide a sentence frame, if needed	Have students write two sentences about what they will do tomorrow. Then have them exchange their sentences with a partner who will circle the future tense expression	Have small groups write sentences in the future tense about what they will do next weekend. Provide sentence frames as needed
Use domain specific vocabulary to write a personal narrative	Write first,next, and last on index cards and distribute them.Say I went to work. I went to a meeting. I went home.Have students hold up the correct card for each sentence	Have students copy sentence frames such as I Wake up at _____ to go to work. I work in/at _____. It is _____. Help students fill in the sentence frames with details	Have students complete these sentence frames FirstI went to work at _____.Then _____. So I _____.Have them read their sentences to a partner	Have students imagine that they are grown-ups who work. Have Them describe themselves and their jobs in two or three sentences. Remind Them to use details. Then Have them read their sentences aloud	Have partners help each other check for and include domain-specific vocabulary in their writing plan
Find clues about the meaning of a word in its context	Tell students that words with the same or very similar meanings are called synonyms. Write on the board:The scarecrow was enormous. Ask students if they know any word with a similar meaning	Have them replace that word with its synonym. Ask them whether or not the meaning of the sentence is still the same	Have students dictate a sentence. Write it on the board. Underline one of the words. Have the class replace the underlined word with a synonym	Have partners write or dictate a pair of words that are synonyms. Have them write or dictate a sentence where they can use either word	Have students work with partners to define the words. They should act out the words and study the words' context
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

Reading	<ul style="list-style-type: none"> ● I can identify icons from illustrated texts or media with a partner. 	<ul style="list-style-type: none"> ● I can match descriptive labels or headings to illustrated text. 	<ul style="list-style-type: none"> ● I can sort illustrated content words and phrases into categories. 	<ul style="list-style-type: none"> ● I can find details in illustrated narrative or informational text read aloud to me. 	<ul style="list-style-type: none"> ● I can sequence events according to information in illustrated text.
Speaking	<ul style="list-style-type: none"> ● I can repeat language to express agreement or disagreement. 	<ul style="list-style-type: none"> ● I can tell what I like and what I do not like when I talk to my friends. 	<ul style="list-style-type: none"> ● I can tell my choice for materials or supplies and the reasons for my choice. 	<ul style="list-style-type: none"> ● I can give examples. 	<ul style="list-style-type: none"> ● I can provide evidence for what I say.
Listening	<ul style="list-style-type: none"> ● I can answer questions about likes and preferences. 	<ul style="list-style-type: none"> ● I can make choices. 	<ul style="list-style-type: none"> ● I can sort objects when they are described to me. 	<ul style="list-style-type: none"> ● I can organize info from spoken comparisons of people or objects. 	<ul style="list-style-type: none"> ● I can identify claims and reasons when people speak.
Writing	<ul style="list-style-type: none"> ● I can show that I agree with opinions of others by drawing. 	<ul style="list-style-type: none"> ● I can produce simple sentences from sentence stems about likes, wants, and needs. (<i>"I like the ____."</i>) 	<ul style="list-style-type: none"> ● I can participate in interactive writing with my teacher and my friends. 	<ul style="list-style-type: none"> ● I can give evidence in my writing. 	<ul style="list-style-type: none"> ● I can provide simple edits to peers' writing.
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Lesson 19 Words to Know- Context Cards p 125-132 Language Support Cards Unit 4, L 19 Cross Curricular Activity Bank- Interactive Content Video- Sequence, OA and OW, Synonyms Grammar-Future Tense Lesson19- Day 1, Day 2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 19 Words to Know- Context Cards p 125-132 Language Support Cards Unit 4, L 19 Cross Curricular Activity Bank- Interactive Content Video- Sequence, OA and OW, Synonyms Grammar-Future Tense Lesson19- Day 1, Day 2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 19 Words to Know- Context Cards p 125-132 Language Support Cards Unit 4, L 19 Cross Curricular Activity Bank- Interactive Content Video- Sequence, OA and OW, Synonyms Grammar-Future Tense Lesson19- Day 1, Day 2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 19 Words to Know- Context Cards p 125-132 Language Support Cards Unit 4, L 19 Cross Curricular Activity Bank- Interactive Content Video- Sequence, OA and OW, Synonyms Grammar-Future Tense Lesson19- Day 1, Day 2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Lesson 19 Words to Know- Context Cards p 125-132 Language Support Cards Unit 4, L 19 Cross Curricular Activity Bank- Interactive Content Video- Sequence, OA and OW, Synonyms Grammar-Future Tense Lesson19- Day 1, Day 2, Day 3</p>

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

	Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Tomas Rivera, School: then and now Glogster- Lesson 19 Retelling Cards- Lesson 19 Writing- Topic & Detail Sentences	Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Tomas Rivera, School: then and now Glogster- Lesson 19 Retelling Cards- Lesson 19 Writing- Topic & Detail Sentences	Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Tomas Rivera, School: then and now Glogster- Lesson 19 Retelling Cards- Lesson 19 Writing- Topic & Detail Sentence	Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Tomas Rivera, School: then and now Glogster- Lesson 19 Retelling Cards- Lesson 19 Writing- Topic & Detail Sentence	Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Tomas Rivera, School: then and now Glogster- Lesson 19 Retelling Cards- Lesson 19 Writing- Topic & Detail Sentence
Accomodations- Differentiate- Words to Know L 19 Audio: <i>Tomas Rivera</i>			Leveled Reader: <i>Our day at the bakery</i> Vocab Reader: <i>In the Sky</i> Native Language Support		

Lesson 20: *Little Rabbit's Tale* by Wong Herbert Yee
Essential Question(s): What makes a story funny?
How can you help a friend who feels sad?

ANCHOR TEXT: *Little Rabbit's Tale*

Leveled Readers: *Putting Frosting on the Cake, Polar Bear Pete, Bobcat Tells a Tale and Polly's, Pet Polar Bear*

Vocabulary Reader: *The Weather*

Connected Text: *Silly Poems* (Poetry)

Read Aloud: *Chicken Little*

Decodable Stories to Read: *Bedtime for Ray, Pancake Ran, A Springtime Rain, Rosebud*

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed
SLO: 20	RF.1.3g recognize and read irregularly spelled words	• Comprehension: •Cause and effect •Infer/predict	VU Capitalize

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

<p>NJSLS: RF.1.3g RF.1.4a RF.1.4b RL.1.3 RL.1.7 RL.1.10 SL.1.1a SL.1.4 L.1.1b L.1.1i L.1.1j L.1.6 W.1.5</p> <p>WIDA 2: Writing</p>	<p>RF.1.4a read on-level text with purpose and understanding RF.1.4b-Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings RL.1.3 describe characters, settings, and major events RL.1.7 use illustrations and details to describe characters, setting, or event RL.1.9 compare and contrast adventures and experiences of characters RL.1.10 read prose and poetry SL.1.1a follow rules for discussions SL.1.4 Describe people, places, things, and events with details, express ideas and feelings clearly L.1.1b use common, proper, and possessive nouns L.1.1i use frequently occurring prepositions L.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences L.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts W.1.5 focus on a topic, respond to questions/ suggestions from peers, and add details to strengthen writing</p>	<ul style="list-style-type: none"> ● Grammar: Prepositions and prepositional phrases-prepositional words that tell where and when ● Vocabulary strategies: Compound Words ● Fluency: Reading rate ● Writing: Writing a personal narrative and thinking about word choice <p>Phonics: Using compound words, and ea (short e)•Phonograms ow, oat</p> <p>Spelling Words: Long e words bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, and himself</p> <p>High Frequency (Words to Know): door, old, want, more, try, wash, mother, and use</p> <p>Sight Words: did, just, back, where, know</p> <p>High Utility Words: fall, find, friends, tell, apple, rabbit</p> <p>Lesson 20- Focus Wall</p>		
			LFC	Correct usage of capitalization of words
		LC	Varies by ELP level	

Language Objectives- “I Can....”					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Practice	Display back, pack, gold,	Provide on index cards:	Have partners each write	Have partners write the	Have partners write the first

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

compound words	and fish. Help students read the words. Then help them form and read the compound words backpack and goldfish	back, pack, cup, cake, gold, fish. Have partners make compound words and take turns reading them to each other	the first parts of three compound words. Then have them trade papers to complete each word. Have them take turns reading the words	first parts of five compound words, trade papers, & complete the compound words. Help students figure out the meaning of each compound word by looking at each shorter word	parts of five compound words, trade papers, and complete the compound words. Have them use the words in sentences
Make inferences and predictions about Little Rabbit's Tale	Page through Little Rabbit's Tale with students. Pause to have them predict what will happen next. Help students write one prediction.	Have partners page through Little Rabbit's Tale. Have one partner place a sticky note on a page. Have the other partner turn to that page and write what is happening and what will happen next	Display the sentence Little Rabbit tells Little Bear that the sky is falling. Have students write a simple phrase telling what Little Bear would do next	Write and ask What will happen the next time Little Rabbit thinks the sky is falling? Have partners discuss what they think would happen and why. Have them write their answers	Have partners discuss what they think would happen and why. Have partners use the phrase I predict to make predictions
Write a narrative that includes interesting details	Write This Morning, I _____. Help students orally complete the sentence frame. Then have them illustrate their sentence.	Have students copy the following sentence frames: This morning, I _____. Then I _____. Have them use verbs to complete each sentence	Have students copy the following sentence frames- This morning, I _____. Then I _____. Have them use verbs to complete each sentence. Then have them take turns reading the sentences to each other	Have students think of a time when they were surprised. Have them tell what happened in two or three sentences. Then have them take turns reading their sentences aloud	Have partners help each other check for and include domain-specific vocabulary in their writing
Identify and use	Use a stuffed animal or other prop to reinforce prepositional phrases. Say	Set out a ball and a box. Write The ball is on the box. The ball is under	Write The dog ran around the yard. He jumped over the rock. Have students	Have partners write simple instructions that include prepositional	Have small groups use prepositional phrases

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

prepositional phrase	The rabbit is on the table. Help a child hold the prop in the correct position, and repeat the prepositional phrase.	the box. Put the ball into the box. Read the sentences, and then have students demonstrate the directions	underline the prepositions. Then have them use each preposition in an original sentence or phrase	phrases. For example Put Your hands on your head. Then have partners exchange papers, say the directions aloud, and follow them	to describe objects in the classroom
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	<ul style="list-style-type: none"> I can identify opinions from illustrated statements (likes and dislikes.) 	<ul style="list-style-type: none"> I can share likes and dislikes using environmental print. 	<ul style="list-style-type: none"> I can identify language of wants and needs in illustrated short read-aloud stories. 	<ul style="list-style-type: none"> I can determine the author's point of view from illustrated texts. 	<ul style="list-style-type: none"> I can identify evidence or reasons in my friend's writing.
Speaking	<ul style="list-style-type: none"> I can answer questions with words or phrases ("Go bathroom.") 	<ul style="list-style-type: none"> I can show how to do something using gestures or real-life objects (<i>tie a bow</i>). 	<ul style="list-style-type: none"> I can say what is the same or different about two objects, people, or events. ("Lidia is my sister and Lisa is my sister.") 	<ul style="list-style-type: none"> I can have meaningful discussions about a topic with my friends and build on their ideas. 	<ul style="list-style-type: none"> I can state the reasons for a cause and an effect. ("If it rains, I play inside.")
Listening	<ul style="list-style-type: none"> I can point to objects or people when named. 	<ul style="list-style-type: none"> I can match pictures to descriptions. 	<ul style="list-style-type: none"> I can identify illustrated cycles or processes described aloud. 	<ul style="list-style-type: none"> I can organize real-life objects based on spoken comparisons. 	<ul style="list-style-type: none"> I can use strategies and procedures my friends have taught me.
Writing	<ul style="list-style-type: none"> I can identify topics through photographs, illustrated word walls, or technology. 	<ul style="list-style-type: none"> I can describe people, places, or objects from illustrated examples. 	<ul style="list-style-type: none"> I can compare real-life objects, numbers, or animals using models. 	<ul style="list-style-type: none"> I can express feelings and the reason for those feelings related to a situation or event. 	<ul style="list-style-type: none"> I can sequence steps to solve problems using short sentences, illustrations, and symbols.
Learning Supports	ELL Journeys Days 1-5 Think Central- Lesson 20 Words to Know- Context Cards p 133-140 Language Support Cards Unit 4, L 16	ELL Journeys Days 1-5 Think Central- Lesson 20 Words to Know- Context Cards p 133-140 Language Support Cards Unit 4, L 16	ELL Journeys Days 1-5 Think Central- Lesson 20 Words to Know- Context Cards p 133-140 Language Support Cards Unit 4, L 16	ELL Journeys Days 1-5 Think Central- Lesson 20 Words to Know- Context Cards p 133-140 Language Support Cards Unit 4, L 16	ELL Journeys Days 1-5 Think Central- Lesson 20 Words to Know- Context Cards p 133-140 Language Support Cards Unit 4, L 16

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

Grade 1 – Unit 4 – ELA/ELL Scaffold – Revised 2021

	<p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Effect, Grammar-Compound words Lesson 2 Day 1 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling Glogster- Lesson 20 Spelling words -Lesson 20 Retelling Cards- Lesson 20 Writing- Drafting personal narrative</p>	<p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Effect, Grammar-Compound words Lesson 20- Day 1 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling Glogster- Lesson 20 Spelling words -Lesson 20 Retelling Cards- Lesson 20 Writing- Drafting personal narrative</p>	<p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Effect, Grammar-Compound words Lesson 20- Day 1 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling Glogster- Lesson 20 Spelling words -Lesson 20 Retelling Cards- Lesson 20 Writing- Drafting personal narrative</p>	<p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Effect, Grammar-Compound words Lesson 20- Day 1 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling Glogster- Lesson 20 Spelling words -Lesson 20 Retelling Cards- Lesson 20 Writing- Drafting personal narrative</p>	<p>Cross Curricular Activity Bank- Interactive Content Video- Cause & Effect, Grammar-Compound words Lesson 20- Day 1 Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Snorkeling Glogster- Lesson 20 Spelling words -Lesson 20 Retelling Cards- Lesson 20 Writing- Drafting personal narrative</p>
<p>Accomodations- Differentiate- Words to Know L20 Audio: Little Rabbit's Tale</p>			<p>Vocab Reader: The Weather Leveled Reader: Polly's Pet Polar Bear Native Language Support</p>		

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated in this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.