

Grade 1 - Unit 1 – 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 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.

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.

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<https://www.youtube.com/watch?v=wuTswmx9TQU>

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

https://www.leeandlow.com/books/the-legend-of-freedom-hill/teachers_guide

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 gasses and global warming.

Back to School				
ANCHOR TEXT: <i>Jack's Talent</i>				
	Student Learning Outcome (SLO)	Strategies and Skills		Language Needed
NJSLA RF.1.1a RF.1.2b RF.1.3b RF.1.3g RL.1.7 RI.1.7 SL.1.1a SL.1.6 L.1.1a L.1.5c WIDA 1 Social & Instructional	RF.1.1a -Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2b -Orally produces single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.3b -Decode regularly spelled one-syllable words. RF.1.3g -Recognize and read grade-appropriate irregularly spelled words. RL.1.7 -Use illustrations and details in a story to describe its characters, setting, or events. RI.1.7 -Use the illustrations and details in a text to describe its key ideas. SL.1.1a -Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<ul style="list-style-type: none"> ● Recognize features of a sentence ● Blend CVC (Consonant Vowel Consonant) words ● Decode CVC words ● Recognize high-frequency words ● Understanding Characters ● Recognize Key Ideas ● Simple Sentences ● Participate in classroom discussions ● Speak clearly and understandably ● Print upper and lower case letters correctly ● Understand and use vocabulary from the text 	VU LFC LC	

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	<p>SL.1.6-Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1a-Print all upper- and lowercase letters.</p> <p>L.1.5c-Identify real-life connections between words and their use (e.g. note places at home that are cozy).</p>				
Language Objectives- “I Can....”					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<ul style="list-style-type: none"> ● Follow rules for classroom discussion. ● Speak in complete sentences. 	Follow oral directions according to simple commands using manipulatives or real- life objects (e.g., Show me your paper.)	Follow oral directions according to complex commands using manipulatives or real- life objects (e.g., Put the cubes in a row across the paper.)	Follow oral directions by comparing them with visual cues, nonverbal cues, or modeling (e.g., Fold the paper in half. Then place it on your table the long way.)	Follow oral directions without visual or nonverbal support and check with a peer (e.g., Put your name on the top line of the paper.)	Follow a series of oral directions without support (e.g., Put your name on the left-hand side of the paper. Then put the date on the right-hand side.)
Workbook Pages- Back to School					

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Lesson 1: *What Is a Pal?* by Nina Crews

Essential Question: What is important about being a friend?

ANCHOR TEXT: *What is a Pal? (Informational Text)*

Leveled Readers: *Helping, Sharing, Friends, and Friends Who Share*

Vocabulary Reader: *Favorite Things*

Connected Text: *Friends Forever (Poetry)*

Read Aloud- *Lion and the Mouse*

Decodable stories to read: *Dan and Nan, Nat Cat, Nan and Dan, and Fan, Fan, Fan*

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed		
SLO: 1 NJSLA RF.1.1a RF.1.2b RF.1.2c RF.1.3b RF.1.3g RL.1.1 RL.1.2 RL.1.4 RI.1.2 SL.1.1a SL.1.4 L.1.1b L.1.5a W.1.5	RF.1.1a -Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.) RF.1.2b -Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends. RF.1.2c -Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.3b -Decode regularly spelled one-syllable words. RF.1.3g -Recognize and read grade-appropriate irregularly spelled words. RL.1.1 : Answer questions posed about key details in a text read aloud. Finding the main idea (what is the story about) and summarize (Tell about the story using only a few sentences) RL.1.2 -Retell stories, including key details, and demonstrate understanding of their central message of lesson.	<ul style="list-style-type: none"> Recognize features of a sentence Orally Blend, Segment, and Isolate sounds in words Decode CVC words Read with accuracy high-frequency words Summarize Main Idea Narrative Writing: Labels Use vocabulary words in context Use nouns to label a picture Orally answer questions using key details through reading and listening. <p>Phonics: Short vowel- short a, Consonants- d, f, n, p, Spelling Words: Short a words - <u>am, at, sat, man, dad, and mat</u> High Frequency Words to Know: <u>and, be, help, play, with, you</u> Sight Words: I, a, see, like, the High-Utility Words: fun, pal, pet, tag</p>	VU	Question words: who, when, where, what,	
				LFC	Using nouns-words that name people and animals
				LC	Varies by ELP levels

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WIDA 2 Reading Speaking	<p>RL.1.4-Identify words and phrases in stories or poems that suggest feelings of appeal to the senses.</p> <p>RI.1.2-Identify the main topic and retell key details.</p> <p>SL.1.1a-Follow agreed-upon rules for discussions. (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.</p> <p>SL.1.4-Describe people, places, things, and events with details/express ideas and feelings clearly.</p> <p>L.1.1b-Use common, proper, and possessive nouns.</p> <p>L.1.5a-Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>W.1.5-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>		Lesson 1- Focus Wall			
	Language Objectives- “I Can....”					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Stop and tell important ideas as I read. Recognize the main idea when I read.	<ul style="list-style-type: none"> Page through the main selection with children. Help them identify the main idea. Have them point to a part of the text that indicates the main idea. 	<ul style="list-style-type: none"> Page through the main selection with children. Help them identify the main idea. Have them repeat the main idea. A pal is fun to be with. 	<ul style="list-style-type: none"> Have partners page through the main selection, working together to identify the main idea. 	<ul style="list-style-type: none"> Have partners page through the main selection, working together to identify the main idea. Have them discuss why that is the most important idea in the text. 	<ul style="list-style-type: none"> Have children write and illustrate a sentence using one of the action verbs on the board. Ask children to read their sentences and display their pictures 	
Use vocabulary words in	<ul style="list-style-type: none"> Display and read the front of each Vocabulary in Context Card. Have 	<ul style="list-style-type: none"> Say each of the Words to Know. Then use each word in a sentence. Have 	<ul style="list-style-type: none"> Read the list of words. Then have children read the list aloud with you. 	<ul style="list-style-type: none"> Have children work in pairs to scan the selection for the Words to Know. 	<ul style="list-style-type: none"> Have partners use each word in an oral sentence. 	

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classroom conversations	children repeat each word after you.	children repeat the sentence after you.	Invite volunteers to use some of the words in sentences.	Partners take turns reading sentences with these words	
Use common, proper, and possessive nouns to label my picture.	- Help children pronounce the following nouns: bird, boy, dog, man. -Have them indicate whether each word names a person or an animal.	- Help children say nouns that name people or animals. Have them indicate whether each word names a person or an animal.	Have children brainstorm a list of nouns.	Have children brainstorm a list of nouns. Have partners take turns identifying each noun as a person, a place, a thing, or an animal.	Have children brainstorm a list of nouns and say them aloud. Have partners take turns using each noun in a sentence.
Label my picture to add information.	- Have children draw a picture of a friend. Help them label the picture with their friend's name	- Have children draw a picture of a friend. Help them label the picture with their friend's name and the word boy or girl.	- Have children draw a picture of a person playing with an animal. Have them label the picture with appropriate nouns such as man, dog.	- Have children draw a picture of a person playing with an animal. Have them label the picture with appropriate nouns such as man, dog. Have partners describe their pictures to each other.	- Have children draw a picture that includes several different people and animals. Have them label each person and animal using an appropriate noun. Have partners describe their pictures to each other.
Decode words with the CVC pattern	- Write sad and can. Point to the letter a in each word. Help children pronounce the short a sound. Then have them pronounce each word after you, emphasizing the individual sounds	- Write dad, sat, and can. Help children pronounce each word. Have them circle the letter in each word that stands for the short a sound. Have them underline the consonants n and d	- Write pan, fan, and nap. Help children pronounce them. Then help them write p and f and pronounce the sounds /p/ and /f/.	- Have children write the words fat and pat, and then say them aloud. Have partners take turns using each word in a sentence.	- Have children brainstorm additional words with the consonants p and f and say them aloud. Have them use each word in a sentence.
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	• I can use pictures and	• I can point to icons,	• I can identify Wh- words	• I can identify the main	• I can distinguish among

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	<p>illustrations to identify themes or storylines</p> <ul style="list-style-type: none"> • I can match vocabulary to illustrated stories 	<p>letters, or illustrated words that represent ideas</p> <ul style="list-style-type: none"> • I can identify repetitive words and phrases in texts 	<p>in questions (e.g., who, what, when)</p> <ul style="list-style-type: none"> • I can recall content related information from illustrated texts read aloud 	<p>topic of texts</p> <ul style="list-style-type: none"> • I can order illustrations based on sequence of events from texts read aloud 	<p>characters, settings, and events in narratives</p> <ul style="list-style-type: none"> • I can reconstruct texts read orally using drawings or reenacting text with performances
Speaking	<ul style="list-style-type: none"> • I can repeat language to express agreement or disagreement. • I can answer questions with words or phrases ("Go bathroom.") 	<ul style="list-style-type: none"> • I can tell what I like and what I do not like when I talk to my friends. • I can show how to do something using gestures or real-life objects (tie a bow). 	<ul style="list-style-type: none"> • I can tell my choice for materials or supplies and the reasons for my choice. • 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 give examples. • I can have meaningful discussions about a topic with my friends and build on their ideas. 	<ul style="list-style-type: none"> • I can provide evidence for what I say. • 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. • I can answer questions about likes and preferences. 	<ul style="list-style-type: none"> • I can match pictures to descriptions. • I can make choices. 	<ul style="list-style-type: none"> • I can identify illustrated cycles or processes described aloud. • I can sort objects when they are described to me. 	<ul style="list-style-type: none"> • I can organize real-life objects based on spoken comparisons. • I can organize information from spoken comparisons of people or objects. 	<ul style="list-style-type: none"> • I can use different strategies and procedures I have learned. • I can identify claims and reasons when people speak.
Writing	<ul style="list-style-type: none"> • I can answer who, what, when, where, why, and how questions using pictures. • I can produce simple sentences from sentence stems about likes, wants, and needs. ("I like the ____." "I want a ____.") 	<ul style="list-style-type: none"> • I can label pictures. • I can participate in interactive writing with my teacher and my friends. 	<ul style="list-style-type: none"> • I can recall information from personal events or situations. • I can give evidence in my writing. 	<ul style="list-style-type: none"> • I can describe what I see either from a first-hand experience or from the media. • I can use persuasive language in my writing. 	<ul style="list-style-type: none"> • I can edit personal narratives based on rubrics or my teacher's expectations. • I can use persuasive language in my writing.

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	"I don't like _____.")				
Language Supports	ELL Journeys Days 1-5 Think Central- Journeys	ELL Journeys Days 1-5 Think Central- Journeys	ELL Journeys Days 1-5 Think Central- Journeys	ELL Journeys Days 1-5 Think Central- Journeys	ELL Journeys Days 1-5 Think Central- Journeys
	Video- Short Vowel a	Video- Short Vowel a	Video- Short Vowel a	Video- Short Vowel a	Video- Short Vowel a
	Words to Know- Context Cards	Words to Know- Context Cards	Words to Know- Context Cards	Words to Know- Context Cards	Words to Know- Context Cards
	Vocab. Support- Pictured Card Bank- Language Support Cards-Unit 1	Language Support Cards- Unit 1	Language Support Cards- Unit 1	Language Support Cards- Unit 1	Language Support Cards- Unit 1
	Cross Curricular Activity Bank- Interactive Content	Cross Curricular Activity Bank- Interactive Content	Cross Curricular Activity Bank- Interactive Content	Cross Curricular Activity Bank- Interactive Content	Cross Curricular Activity Bank- Interactive Content
	BrainPop video- Main Idea	BrainPop video- Main Idea	BrainPop video- Main Idea	BrainPop video- Main Idea	BrainPop video- Main Idea
	Leveled practice for ELLs- pages 19-22	Leveled practice for ELLs- pages 19-22	Leveled practice for ELLs- pages 19-22	Leveled practice for ELLs- pages 19-22	Leveled practice for ELLs- pages 19-22
	Building Background- Videos	Building Background- Video	Building Background- Video	Building Background- Video	Building Background- Video
Accommodations: Differentiate- Words to Know , Audio: What Is a Pal?			Leveled Reader: Friends Who Share Vocab Reader: Favorite Things Native Language Support		

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Lesson 2: *The Storm* by Raul Colon
 Essential Question: What happens during a storm?

ANCHOR TEXT: The Storm (Realistic Fiction)

Leveled Readers: Granny, Grandpa and Me, A Mexican Festival, and When Grandpa Was a Boy

Vocabulary Reader: Grandpa

Connected Text: Storms! (Informational)

Read Aloud- *Susie and the Bandits*

Decodable Stories to Read: [Can It Fit?](#), [I Ran](#), [Sid Pig](#), and [Pam](#)

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 2 NJSLS: RL.1.3 RL.1.7 RI.1.9 RF.1.2b RF.1.3 SL.1.2 L.1.6 W.1.3 WIDA: 2 Reading eaking	RF.1.2b orally produce single-syllable words by blending sounds; RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RI.1.9. identify similarities in and differences between texts on the same topic SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships	<ul style="list-style-type: none"> Recognize features of a sentence Orally Blend, segment, and isolate sounds in words Decode CVC words Read with accuracy high-frequency words Infer/Predict Understand Characters Narrative Writing: Captions Use vocabulary words in context Use possessive nouns in captions to explain my picture <p>Phonics- Short vowel i Consonants: r,h,s,b,g Phonogram- it Spelling Words- short i words if, is, him, rip, fit, and pin Words to Know (High Frequency)- for, have, he, look, too, and what Sight Words- to, can, we me, and High-Utility Words- hid, hug, run, under, dad,</p>	VU	Nouns and adjectives for people and places, character traits related to a story
			LFC	Using nouns-words that name places and things
			LC	Varies by ELP

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	<p>(e.g., because). W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing;</p> <p>Understanding character and Infer/Predict. Readers make inferences when they use their own experiences along with information gathered from the text to create meaning or draw a conclusion that isn't directly said in the text.</p>	<p>mom, storm Lesson 2- Focus Wall</p>		level
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Language Objectives- "I Can...."					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
I can practice words with short i and consonants r, h, and /z/s.	Write and say him and rid. Help children pronounce each word, emphasizing the short i sound. Point to the i as you read each word.	Write and say him and rid. Help children pronounce each word. Have children circle the letter i in each word.	Have children pronounce words with the short i sound, such as hip, him, and rid	Have children pronounce words with the short i sound. Have children use the words in original phrases or sentences.	Have children brainstorm three additional words with the short i sound and say them aloud. Have them use each word in a sentence

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I can understand characters using their words, actions, and illustrations. I can make inferences and predictions using clues from the story.	Help them name one character. Help them tell in a word or phrase something about the character.	Help partners identify two characters from The Storm. Have them tell in a word or phrase something about the characters.	Have students share their work.	Have partners choose two characters from The Storm. Have them tell in a word or a phrase something about the characters' feelings and actions.	Have children work in small groups to identify the characters in The Storm. Have them use phrases and simple sentences to describe the characters' feelings and actions
I can use vocabulary words in classroom discussions.	Students use short phrases that name specific people and actions to answer clarifying questions.	Ask clarifying questions and answer them by naming specific people and actions.	Use exact nouns and action verbs to ask and answer clarifying questions.	Use names from text to answer clarifying questions.	Use exact nouns and action verbs to ask and answer original clarifying questions, with little help or correction.
I can add captions to my picture.	Students draw a picture of something that scares them.	Students brainstorm ideas for writing a caption. Help them write a one-word caption for what they have drawn.	Students draw a picture of something that scares them. Help them write a short caption of a few words describing what they have drawn.	Partners work together to write a caption for a different image from the selections. Have them read their caption aloud to the class.	Students choose a different image from the selections and write an original caption to go with it. Have them discuss their caption and the picture they chose with a partner.

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Reading	<ul style="list-style-type: none"> I can categorize labeled pictures or photographs. I can sort objects with the help of labels or picture support. 	<ul style="list-style-type: none"> I can identify labeled illustrations when asked who, what, when, where, why, or how questions. I can identify information 	<ul style="list-style-type: none"> I can match labeled illustrations to "how" and "why" questions. I can identify persuasive words in written phrases 	<ul style="list-style-type: none"> I can organize real-life objects based on spoken comparisons. I can organize information from spoken 	<ul style="list-style-type: none"> I can identify steps or stages of processes or events from informational or explanatory texts. I can decide what happens

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		related to events from graphic pictures (birthday charts, weather charts, calendars).	or statements ("have to", "must", "in my opinion").	comparisons of people or objects.	next from illustrated observations.
Speaking	<ul style="list-style-type: none"> I can answer yes or no questions about stories or experiences. I can answer questions with words or phrases ("Go bathroom.") 	<ul style="list-style-type: none"> I can describe characters or places in pictures. I can show how to do something using gestures or real-life objects (tie a bow). 	<ul style="list-style-type: none"> I can talk with my friends about things from class. 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 summarize a series of familiar events or routines. I can have meaningful discussions about a topic with my friends and build on their ideas. 	<ul style="list-style-type: none"> I can share details about my life with friends and adults. 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 identify words that express my opinion. 	<ul style="list-style-type: none"> I can share likes and dislikes using environmental print. 	<ul style="list-style-type: none"> I can invite others to be a part of a group or conversation. 	<ul style="list-style-type: none"> I can make observations and claims based on my experiences. 	<ul style="list-style-type: none"> I can identify reasons for people's choices when I listen.
Writing	<ul style="list-style-type: none"> I can show that I agree with the 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 like the ____." "I want a ____." "I don't like ____.") 	<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 use the appropriate speaking voice with my friends and teachers. 	<ul style="list-style-type: none"> I can edit my friend's writing.
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel i Words to Know- Context Cards Language Support Cards- Unit 1</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel i Words to Know- Context Cards Language Support Cards- Unit 1</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel i Words to Know- Context Cards Language Support Cards- Unit 1</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel i Words to Know- Context Cards Language Support Cards- Unit 1</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel i Words to Know- Context Cards Language Support Cards- Unit 1</p>

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	<p>Cross Curricular Activity Bank- Interactive Content Video-Character Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Video Lesson 2-Glogster Starfall- The Big Hit Construct a word- ReadWriteThink</p>	<p>Cross Curricular Activity Bank- Interactive Content Video-Character Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Video Lesson 2-Glogster</p>	<p>Cross Curricular Activity Bank- Interactive Content Video-Character Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Video Lesson 2-Glogster</p>	<p>Cross Curricular Activity Bank- Interactive Content Video-Character Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Video Lesson 2-Glogster</p>	<p>Cross Curricular Activity Bank- Interactive Content Video-Character Weekly lesson booklets- Leveled practice for ELLs- pages 19-22 Building Background- Video Lesson 2-Glogster</p>
<p>Accommodations: Differentiate- Words to Know Audio: The Storm</p>			<p>Leveled Reader: When Grandpa was a Boy Vocab Reader: Grandpa Native Language Support</p>		

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Lesson 3: *Curious George at School* by Margaret and H. A. Rey

Essential Question: Why is going to school important?

ANCHOR TEXT: *Curious George at School* (Fantasy)

Leveled Readers: *Curious George Finds Out About School, Curious George’s Day at School, Curious George at the Library, and Curious George Visits School*

Vocabulary Reader: *Curious About School*

Connected Text: *School Long Ago* (Informational)

Read Aloud- *Stone Soup*

Decodable stories to read: [Lil and Max](#), [Did Dix Dog Do It?](#), [Max Fox and Lon Ox](#), and [Is It Funny?](#)

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed		
SLO: 3 NJSLS: RL.1.2 RI.1.7 RF.1.1a RF.1.2c RF.1.3b RF.1.3f SL.1.4 L.1.1e L.1.4a W.1.8 WIDA: 2 Reading Speaking	RL.1.2-Retell stories and demonstrate understanding of the message or lesson. RI.1.7. Use the illustrations and details in a text to describe its key ideas RF.1.1a-Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation). RF.1.2c-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.3b-Decode regularly spelled one-syllable words. RF.1.3f-Read words with inflectional endings. SL.1.4-Describe people, places, things, and events with details, express ideas and feelings clearly	<ul style="list-style-type: none"> ● Recognize features of a sentence ● Say the beginning, middle, and end sounds in one syllable words ● Decode one-syllable words ● Read words with inflectional ending –s ● Sequence of Events ● Monitor/ Clarify ● Narrative Writing: Sentences ● Use verbs to describe action ● Understand words that look the same, but have different meanings (e.g., We will park the car; We went to the park) <p>Phonics- •Short vowel o •Consonants l,x, •Inflection –s</p> <p>Spelling Words- short o words- log, dot, top, hot, lot, and ox</p> <p>Words to Know (High Frequency)- do, find, funny, sing, no, they</p>	VU	Transitional words	
				LFC	Using action verbs
				LC	Varies by ELP level

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	<p>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).</p> <p>L.1.4a-Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>W.1.8-With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.</p>	<p>Sight Words- look, in, at, my, he</p> <p>High-Utility Words- help, job, mess, paint, floor, mop</p> <p>Lesson 3 - Focus Wall</p>		
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Language Objectives - “I Can...”

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
I can identify and use words with inflection -s	Write dots and mats. Help children pronounce each word and circle the letter that stands for the inflection -s	Write cat, hat, and pot. Help add the letter s to the end of each word and pronounce them with the inflection -s.	Have children find words in the text.	Have children say words with inflection -s, cups, sits, waits, and mops. Discuss the meanings. Have children use the words in original phrases	Have children brainstorm three words with the inflection -s and say them aloud. Have them use each word in a sentence
I can retell a story using the words first, next, and last	Flip through the main selection with children and help them use short phrases to retell the events on each page.	Flip through the main selection with children and help them retell the events, using the words first, next, and last.	Have students add the events to a graphic organizer.	Have partners work together to orally retell the events in the main selection in sequential order. Have them use the words first, next, and last	Have children orally retell the sequence of events in the main selection, making use of the words first, next, and last as appropriate
I can write about	Help children	Have children draw a	Have children brainstorm	Have children use the	Have children use the

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the things I like to do at school	review the sentences you wrote as a group. Have them underline each exact noun.	picture of someone at school performing an action. Help them label their picture with an exact noun	a list of nouns.	sentences you wrote as a group as a model for writing their own sentences. Have them use an exact noun	sentences you wrote as a group as a model for writing their own sentences. Have them use an exact noun
I can use descriptive words to explain what happens in the story	Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2	Describe people or objects in titles and illustrated covers of fictional stories with a partner in L1 or L2	Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner	Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner	Connect storylines to personal experiences based on titles and illustrated covers of fictional stories
I can identify and use verbs that show action.	Write and say George sings. George paints. Have children repeat. Then help them circle the action verb in each sentence and say the word aloud.	Write and say George sings. George paints. George mixes colors. Have children repeat. Then have them circle the action verb in each sentence, say the word, and explain its meaning.	Have children choose three action verbs from the ones you have discussed so far. Have them write the words and use each in an original phrase or sentence.	Have partners read their sentences.	Have partners brainstorm three additional action verbs. Have them work together to write a sentence using each word. Have them read their sentences aloud to the class
	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.
Listening	I can identify real life	I can sort real-life	I can follow along with a	I can follow illustrated	I can explain causes and effects

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	objects based on short sentences or phrases.	objects.	friend to make something.	content-related spoken procedures.	of different things.
Writing	I can form words using a variety of strategies.	I can provide information in graphic organizers.	I can describe feelings or reactions to personal events or situations.	I can write many sentences about the same topic using transitional word starters (first, then, next, after that, last).	I can write a narrative story using sequential language. (First, my brother and I went to the park to play ball. Then, we got ice cream at the store. Last, we went home and watched a movie.)
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel o</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 3- Glogster</p> <p>Building Background- Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel o</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 3- Glogster</p> <p>Building Background- Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel o</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 3- Glogster</p> <p>Building Background- Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel o</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 3- Glogster</p> <p>Building Background- Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys Video- Short Vowel o</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 3- Glogster</p> <p>Building Background- Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p>
Accommodations:					
<p>Differentiate- Words to Know</p> <p>Audio: Curious George at School</p>			<p>Leveled Reader: Curious George Visits School</p> <p>Vocab Reader: Curious About School</p> <p>Native Language Support</p>		

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Lesson 4: Lucia's Neighborhood by George Ancona

Question to think about: What information do words and pictures give?

ANCHOR TEXT: Lucia's Neighborhood (Informational Text)

Leveled Readers: At the Park, Our Town, Neighbors, and The Places in Our Town

Vocabulary Reader: Firehouse

Connected Text: City Mouse and Country Mouse (Fable)

Read Aloud- Painting Word Pictures

Decodable stories to read: [Pals](#), [Ned, Ken and Vic](#), and [My Pets](#)

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 4 RL.1.3 RF.1.2.b RF.1.2c RF.1.3b RF.1.3g RI.1.5 RI.1.6 RF.1.6 SL.1.1c SL.1.2 L.1.1f L.1.6 W.1.3 WIDA 2	RL.1.3 describe characters, settings, and major events; RF.1.2b orally produce single-syllable words by blending sounds; RF.1.2c isolate and pronounce sounds in spoken single-syllable words; RF.1.3b. decode regularly spelled one-syllable words; RF.1.3g. recognize and read irregularly spelled words; RI.1.5 know and use text features to locate facts or information; RI.1.6 distinguish between information provided by pictures and words; SL.1.1c ask questions to clear up confusion about topics and texts under discussion SL.1.2. ask and answer questions about details	<ul style="list-style-type: none"> ● Say the beginning, middle, and end sounds in one syllable words ● Decode CVC words ● Practice reading aloud from familiar texts, reading chorally and independently ● Text and Graphic Features Comprehension Strategy ● Question ● Narrative Writing: class story ● Use adjectives to describe ● Use knowledge from previous phonics instruction to spell unfamiliar words Phonics- <ul style="list-style-type: none"> ● Short vowel e ● Consonants y,w,k,v,j ● Phonogram –et Spelling Words- yet , web , pen , wet , leg , and hen Words to Know (High Frequency)- all , does ,	VU	Capital letters, period, question mark
			LFC	Using adjectives-words that tell size and shape
			LC	Varies by ELP level

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<p>Reading Listening</p>	<p>in a text read aloud, information presented orally, or through other media L.1.1f use frequently occurring adjectives L.1.6. use words and phrases acquired through conversations, reading and being read to, and responding to texts. W.1.3 write narratives</p>	<p>have, me, my, who High-Utility Words- fix, home, street, we, people, woman Lesson 4- Focus Wall</p>			
<p>Language Objectives</p>					
	<p align="center">ELP 1</p>	<p align="center">ELP 2</p>	<p align="center">ELP 3</p>	<p align="center">ELP 4</p>	<p align="center">ELP 5</p>
<p>Use text features to help understand what I read.</p>	<p>Page through Lucia’s Neighborhood with children and help them identify text and graphic features, such as photographs and captions. Have them repeat after you as you name the features.</p>	<p>Have partners page through Lucia’s Neighborhood. Help them identify and name text and graphic features, such as photographs and captions.</p>	<p>Have students identify the graphic features and what they are used for.</p>	<p>Have partners page through Lucia’s Neighborhood and take turns identifying and naming text and graphic features, such as photographs and captions</p>	<p>Have children page through Lucia’s Neighborhood and identify and name text and graphic features, such as photographs, captions, and highlighted words.</p>
<p>Use adjectives that tell size and shape.</p>		<p>Help children complete simple sentence frames about classroom objects, such as The book is _____. (small, square)</p>		<p>Write thick, big, square, round. Have children write each adjective in a phrase about a classroom object. Have them say which phrases tell about shape or size.</p>	<p>Have children think of three adjectives for shape or size. Have them write each word in a sentence. Have them say whether the sentence tells about shape or size</p>
<p>Say the sounds in CVC words</p>	<p>Write wet and yes. Point to the letter e in each word. Help children pronounce the</p>	<p>Write well and yell. Help children pronounce each word. Have them circle the</p>	<p>Have children pronounce short e words with consonants y, w, such as</p>	<p>Have children record the words they make and read the list to</p>	<p>Have children brainstorm three words with the short e sound and the consonants y</p>

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	short e sound. Then have them pronounce each word after you, emphasizing the individual sounds.	letter in each word that stands for the short e sound. Have them underline the consonants y and w.	went, yesterday, and yell. Have children use the words in original phrases or sentences.	the group	and w. Have them say each word aloud and use it in a sentence
Read familiar text.	Display and read each Vocabulary in Context Card. Have children repeat each word after you	Write simple sentences on the board with Words to Know. Read them aloud. Have children repeat each sentence. Ask them to circle the Words to Know in each sentence	Provide sentence frames for children to complete using Words to Know. Then have them trade papers with a partner and read each other's sentences	Have children work with partners to scan Lucia's Neighborhood to find sentences with Words to Know and then read them aloud	Have students make their own sentences with the Words to Know.
Help my class write a story about my city	Have children draw a picture of their neighborhood. Then help them write a caption for the drawing using words from the completed story.	Have children copy the story. Then help them replace one word in the story with an exact noun or more interesting adjective.	Have children add an original sentence to the story using a word from the Domain-Specific Vocabulary box. Have partners take turns reading each other's writing	Have children add two or three original sentences to the story. Have them use words from the list or the Domain-Specific Vocabulary box. Have them read their work aloud	Have each child share his or her draft with a partner and explain his or her revisions.
Reading	I can identify icons from illustrated texts or media with a partner.	I can match descriptive labels or headings to illustrated text.	I can sort illustrated content words and phrases into categories.	I can find details in illustrated narrative or informational text read aloud to me.	I can sequence events according to information in illustrated text.
Listening	I can match key words or expressions in songs, chants, and poems in illustrations.	I can point to objects, characters, or places when named.	I can recall information from illustrated texts or read alouds.	I can sequence illustrations from a familiar text or read-aloud.	I can follow multi-step spoken directions.

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Writing	I can show that I agree with the opinions of others by drawing.	I can produce simple sentences from sentence stems about likes, wants, and needs. ("I like the ____." "I want a ____." "I don't like ____.")	I can participate in interactive writing with my teacher and my friends.	I can give evidence in my writing.	I can edit my friend's writing.
Speaking	I can follow the speaker to show I understand.	I can follow along with familiar routines of small or large groups.	I can tell my choice for materials or supplies and the reasons for my choice.	I can give examples.	I can provide evidence for what I say.
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel e</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 4- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1, Day 2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel e</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 4- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1, Day 2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel e</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 4- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1, Day 2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel e</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 4- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1, Day 2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel e</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 4- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1, Day 2, Day 3</p>

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Accommodations: Differentiate- Words to Know , Audio: Lucia’s Neighborhood	Leveled Reader: The Places in Our Town Vocab Reader: Firehouse Native Language Support
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Lesson 5: Gus Takes the Train by Russell Benfanti

Question to think about: How does the setting make a story interesting?

ANCHOR TEXT: Gus Takes the Train (Fantasy)

Leveled Readers: Sledding, Ben the Cat, A Job for Jojo, and A Cat Named Ben

Vocabulary Reader: Trains

Connected Text: City Zoo (Informational Text)

Read Aloud- Training Around the Town

Decodable stories to read: [Fun in the Sun](#), [Yams! Yum!](#), [Fun, Fun, Fun!](#), and [Bud](#)

	Student Learning Outcome (SLO)	Strategies and Skills	Language Needed	
SLO: 5 RL.1.2 RL.1.3 RL.1.7	RL.1.2 retell stories and demonstrate understanding of the message or lesson; RL.1.3 -Describe characters, settings, and major events in a story, using key details. RL.1.7 use illustrations and details to describe	<ul style="list-style-type: none"> ● Segment the sounds in one-syllable words ● Decode CVC words ● Use context clues to self-correct when reading ● Story Structure ● Analyze/Evaluate ● Narrative Writing: class story 	VU	Short and long vowel words
			LFC	Using adjectives-using

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RL.1.10 RF 1.2d RF.1.3b RF.1.4c SL.1.1b L.1.1f L.1.4a W.1.3 WIDA 2 Reading Listening	characters, settings, or events; RL.1.10 read prose and poetry; RF.1.2d -Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3b -Decode regularly spelled one-syllable words. RF.1.4c -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SL.1.5 -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. L.1.1f -Use frequently occurring adjectives. L.1.4a use sentence-level context as a clue to the meaning of a word or phrase W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			●Use adjectives to describe ● Use context clues to figure out unknown words Phonics- ●Short vowel u ●Consonants qu, z Spelling Words- up, bug, mud, nut, hug and tub Words to Know (High Frequency)- friend, full, good, hold, many and pull Sight Words- she, it, as, be, go High-Utility Words- big, can, for, kids, up, bag, train Lesson 5- Focus Wall		color and number words
				LC	Varies by ELP level	
Language Objectives- “I Can…”						
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Tell about the characters, setting, and events of a story	Page through Gus Takes the Train with children. Help them identify elements of story structure such as characters and events. Have them repeat as you name the elements.	Have partners page through Gus Takes the Train, help them identify and name elements of story structure, such as characters and events.	Have partners page through Gus Takes the Train. Ask What is the setting of the story? Who are the characters? What happens?	Have children work together to answer the questions	Have children page through Gus Takes the Train. Ask What is the setting of the story? Who are the characters? What happens? Have children present their answers to the class.	

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Use adjectives to describe.	Write green, red, blue, yellow, one, two, three. Help children say each word and sort the adjectives into two lists: color and number.	Help children write and say one, two, three, four, red, yellow, blue, green. Have them say if each adjective tells about color or number.	Have children write a list of three adjectives for color and three for number. Have them use one word from each list in a sentence.	Have partners go around the room writing names and adjectives of objects that come in groups. (four blue chairs, six green markers)	Have children write two sentences about something they see in the classroom. Have them use adjectives describing number and color
Help my class write a story and add drawings	Have children draw a picture of the trip they wrote about. Then help them write a caption for the drawing using words from the completed class story.	Have children copy the story. Then help them find two places in the story where they could add a more interesting adjective.	Have children add an original sentence to the story using a word from the Extend Language box. Have partners take turns reading each other's writing.	have children add two or three original sentences to the story. Have them use words from the list or the Extend Language box. Have them read their work aloud.	Have children review My Writing Rubric and use it to improve their writing.
Analyze and Evaluate Strategy	Model discussing the characters, setting, and plot in Gus Takes the Train. Have children draw and label a picture of Gus on the train	Page through Gus Takes the Train and ask children simple questions about the story's structure. For example, Who is this story about? Where does Gus go?	Have children work with a partner to page through the selection, asking and answering Who, Where, and What questions about the story	Prompt children to list questions about the selection's characters, setting, and plot. Have them work in pairs to answer their questions	Reread Gus Takes the Train with children, and guide them to identify the feelings of each character throughout the story.
	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 (who, what, when, where, why).	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 describe pictures or classroom objects.	I can describe what people do from action pictures (jobs of	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.

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		community helpers).			
Listening	I can mimic gestures.	I can act out oral statements using manipulatives or real-life objects.	I can sequence pictures of stories read aloud (beginning, middle, end).	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.
Writing	I can form words using a variety of strategies.	I can provide information in graphic organizers.	I can describe feelings or reactions to personal events or situations.	I can write many sentences about the same topic using transitional word starters (first, then, next, after that, last).	I can write a narrative story using sequential language. (First, my brother and I went to the park to play ball. Then, we got ice cream at the store. Last, we went home and watched a movie.)
Learning Supports	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel u</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 5- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1-2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel u</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 5- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1-2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel u</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 5- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1-2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel u</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 5- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1-2, Day 3</p>	<p>ELL Journeys Days 1-5 Think Central- Journeys</p> <p>Video- short vowel u</p> <p>Words to Know- Context Cards</p> <p>Language Support Cards- Unit 1</p> <p>Cross Curricular Activity Bank- Interactive Content</p> <p>Lesson 5- Glogster</p> <p>Building Background-Video</p> <p>Weekly lesson booklets- Leveled practice for ELLs- pages 19-22</p> <p>Lesson 4- Day 1-2, 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 1 – ELA/ELL Scaffold - Revised 2021

Accommodations: Differentiate- Words to Know , Audio: Gus Takes the Train			Leveled Reader: A Cat Named Ben Vocab Reader: Trains Native Language Support		

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

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