

Warren Township Public School District
First Grade
ESL Instructional Framework

Subject: ELL		Grade: First	Unit: My Family	Timeframe: September
Concepts:		Skills / Understandings:		
Big Question: What makes a family? Concepts: A World of Families, Family Events and Celebrations		Listening & Speaking: listen actively; make eye contact Reading: preview, set a purpose, predict; organize ideas; identify text features of a magazine article; read with appropriate phrasing, intonation, accuracy, and rate; identify setting; high frequency words: help, do, my, like, mother, too Writing: personal response; Writer’s Craft: captions & action words; sentences about families; magazine article; journal entry; postcard; Writing Project: Photo Essay Language Functions: describe; ask and answer questions; review and rehearse expressions; ask for and give information; ask for clarification Grammar Skills: nouns		
WIDA ELD Standards:				
WIDA ELD Standard 1: Social and Instructional Language WIDA ELD Standard 2: Language of English Language Arts WIDA ELD Standard 5: Language of Social Studies				
Enduring Student Understandings:		Student Vocabulary:		
Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.		Social Studies Vocabulary: family, family member, holiday, home, meal, extended family, fun, parents, special, together, visit Academic Vocabulary: care, celebrate, help, play, world, group, place, trip, idea, share Basic Vocabulary: family, father, daughter, grandfather, granddaughter, grandmother, grandson, mother, son, sister, brother, celebration, decorate our home, light candles, share a meal, wrap a present		
Emphasized Cross Cutting Practices:		Assessment:		
RL.1.1,2,3,4,5,7,10 RI.1.1,2,3,4,5,6,7,8,10 RF.1.1,2,3,4 W.1.1,2,5,6,7,8 SL.1.1,2,3,4,5,6 L.1.1,2,4,5,6		Oral Language Rubric, Vocabulary Test, Reading Test, Writing Rubric for Photo Essay: <i>Reach</i> TE62j (teacher rubric) and Practice Master 1.20 (student self-assessment)		
Resources/Materials:				
<i>Reach</i> Level B Unit 1 <i>Spectrum</i> Grade 1 Reading; <i>Spectrum</i> Grade 1 Language Arts; <i>Spectrum</i> Grade 1 Writing				
Technology, Differentiation and Assessment Strategies:				
https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit				

**First Grade
ESL Instructional Framework**

Subject: ELL	Grade: First	Unit: Shoot for the Sun	Timeframe: October
Concepts:		Skills / Understandings:	
<p>Big Question: When is something alive?</p> <p>Concepts: Living vs. Nonliving Things; Structures of Living Things</p>		<p>Listening & Speaking: listen and take notes; speak clearly</p> <p>Reading: monitor; list facts; identify plot; identify rhythm and rhyme; read with appropriate phrasing, accuracy, and rate; use text features (photographs) in informational texts; high frequency words: had, days, that, have, will, work</p> <p>Writing: personal response; Writer’s Craft: song lyrics & action words; sentences about living things; steps in a process; journal entry; how-to sentences; Writing Project: How To Make Something</p> <p>Language Functions: describe; express likes/dislikes; retell a story; express intentions; ask for clarification</p> <p>Grammar Skills: adjectives that describe; adjectives that tell how many/how much; adjectives of color/size/shape; number words; count/noncount words</p>	
WIDA ELD Standards:			
<p>WIDA ELD Standard 1: Social and Instructional Language</p> <p>WIDA ELD Standard 2: Language of English Language Arts</p> <p>WIDA ELD Standard 4: Language of Science</p>			
Enduring Student Understandings:	Student Vocabulary:		
Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.	<p>Science Vocabulary: breathe, eat, move, drink, living, nonliving, bud, flower, leaf, petal, seed, sun</p> <p>Academic Vocabulary: alive, exercise, health, energy, food, height, light, ready, length, project</p> <p>Basic Vocabulary: tray, plate, lunch, milk, P.E., play soccer, ride a skateboard, corn, fall activity-rake leaves, flag-flagpole, flower shop-flowers, fruit stand-apples, spring activity-plant seeds</p>		
Emphasized Cross Cutting Practices:	Assessment:		
<p>RL.1.1,2,3,4,5,6,7,10</p> <p>RI.1.1,2,3,4,5,6,7,8,9,10</p> <p>RF.1.1,2,3,4</p> <p>W.1.1,2,5,6,7,8</p> <p>SL.1.1,2,3,4,5,6</p> <p>L.1.1,2,4,5,6</p>	Oral Language Rubric, Vocabulary Test, Reading Test, Writing Rubric for How to Make Something: <i>Reach</i> TE128j (teacher rubric) and Practice Master 2.20 (student self-assessment)		
Resources/Materials:			
<p><i>Reach</i> Level B Unit 2</p> <p><i>Spectrum</i> Grade 1 Reading; <i>Spectrum</i> Grade 1 Language Arts; <i>Spectrum</i> Grade 1 Writing</p>			
<p>Technology, Differentiation and Assessment Strategies:</p> <p>https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit</p>			

First Grade
ESL Instructional Framework

Subject: ELL		Grade: First	Unit: To Your Front Door	Timeframe: November-December
Concepts:		Skills / Understandings:		
<p>Big Question: How do we get what we need?</p> <p>Concepts: People's Wants and Needs; How We Get What We Need</p>		<p>Listening & Speaking: engage in discussion; listen to and learn from others; speak at the right pace</p> <p>Reading: ask questions; categorize; identify features of articles (Social Studies and online); identify details and determine important details; identify rhyming words; read with intonation, accuracy and appropriate rate; high frequency words: how, find, what, more, where, together</p> <p>Writing: personal response; Writer's Craft: short sentences & describe actions using verbs; questions about markets; rhyme poem; detail sentences; journal letter; Writing Project: Thank You Letter</p> <p>Language Functions: express needs and wants; make a request/ask for help; ask questions; find patterns in language; review and rehearse expressions</p> <p>Grammar Skills: verbs: action verbs, to be verbs, to have verbs; present tense verbs: subject-verb agreement; to be and to have: subject-verb agreement</p>		
WIDA ELD Standards:				
<p>WIDA ELD Standard 1: Social and Instructional Language</p> <p>WIDA ELD Standard 2: Language of English Language Arts</p> <p>WIDA ELD Standard 5: Language of Social Studies</p>				
Enduring Student Understandings:		Student Vocabulary:		
<p>Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.</p>		<p>Social Studies Vocabulary: buy, food, money, market, shop, sell, delivery, factory, neighborhood, ship, store</p> <p>Academic Vocabulary: business, goods, job, needs, wants, bring, count, earn, service, worker</p> <p>Basic Vocabulary: (Community Places) bank, community youth center, dentist's office, fire station, gas station, hospital, police station, post office, restaurant, supermarket, bookstore, clothing store, flower shop, fruit stand, hair salon, hardware store, laundromat, movie theater, pharmacy, shoe store</p>		
Emphasized Cross Cutting Practices:		Assessment:		
<p>RL.1.1,2,3,4,7,10</p> <p>RI.1.1,2,3,4,5,6,7,8,9,10</p> <p>RF.1.1,2,3,4</p> <p>W.1.1,2,5,6,7,8</p> <p>SL.1.1,2,3,4,5,6</p> <p>L.1.1,2,4,5,6</p>		<p>Oral Language Rubric; Vocabulary Test; Reading Test; Writing Rubric for Thank-You Letter: <i>Reach</i> TE196j (teacher rubric) and Practice Master 3.20 (student self-assessment)</p>		
Resources/Materials:				
<p><i>Reach</i> Level B Unit 3</p> <p><i>Spectrum</i> Grade 1 Reading; <i>Spectrum</i> Grade 1 Language Arts; <i>Spectrum</i> Grade 1 Writing</p>				
Technology, Differentiation and Assessment Strategies:				
<p>https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit</p>				

Warren Township Public School District
First Grade
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Subject: ELL	Grade: First	Unit: Growing and Changing	Timeframe: January
Concepts:		Skills / Understandings:	
<p>Big Question: How do animals change as they grow?</p> <p>Concepts: How Baby Animals Grow and Change; Animal Life Cycles</p>		<p>Listening & Speaking: listen for the main idea; present events in sequence</p> <p>Reading: determine importance; identify characters and plot; identify main idea and details; determine point of view; use context clues to determine meaning of unknown words; read with expression, accuracy and appropriate rate; high frequency words: grow, because, I, see, know, would</p> <p>Writing: personal response; Writer’s Craft: characters & sequence; describe characters; steps about plot; captions; steps in a process; summary; Writing Project: Story</p> <p>Language Functions: retell a story; restate an idea; seek clarification</p> <p>Grammar Skills: singular subject pronouns: I, you, it; plural subject pronouns: we, you, they; subject pronoun agreement: gender & number; singular possessive adjectives: my, your, its; plural possessive adjectives: our, their; possessive adjective agreement: gender & number</p>	
WIDA ELD Standards:			
<p>WIDA ELD Standard 1: Social and Instructional Language</p> <p>WIDA ELD Standard 2: Language of English Language Arts</p> <p>WIDA ELD Standard 4: Language of Science</p>			
Enduring Student Understandings:		Student Vocabulary:	
<p>Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.</p>		<p>Science Vocabulary: adult, baby, egg, form, grow, hatch, nest, butterfly, caterpillar, change, chrysalis, insect, pupa</p> <p>Academic Vocabulary: before, inside, shape, size, time, attach, born, color, hard, sequence</p> <p>Basic Vocabulary: (Times and Days of the Week) afternoon, day, evening, morning, night, noon; (Food) chicken, chips/salsa, egg, hamburger, hot dog, pizza, salad, sandwich, soup, taco</p>	
Emphasized Cross Cutting Practices:		Assessment:	
<p>RL.1.1,2,3,4,5,6,7,10</p> <p>RI.1.1,2,3,4,5,6,7,8,10</p> <p>W.1.1,3,5,6,8</p> <p>SL.1.1,2,3,4,5,6</p> <p>L.1.1,2,4,5,6</p>		<p>Oral Language Rubric; Vocabulary Test; Reading Test; Writing Rubric for Narrative/Story: <i>Reach</i> TE266j (teacher rubric) and Practice Master 4.20 (student self-assessment)</p>	
Resources/Materials:			
<p><i>Reach</i> Level B Unit 4, <i>Spectrum</i> Grade 1 Reading; <i>Spectrum</i> Grade 1 Language Arts; <i>Spectrum</i> Grade 1 Writing</p> <p><i>Making Connections</i> Book 1 Unit 1: Identifying Detail and Unit 3: Main Idea,</p> <p><i>Making Connections</i> Book 2 Unit 1: Identifying Detail and Unit 3: Main Idea</p>			
Technology, Differentiation and Assessment Strategies:			
<p>https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit</p>			

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Subject: ELL	Grade: First	Unit: Creature Features	Timeframe: February
Concepts:		Skills / Understandings:	
<p>Big Question: How are animals different?</p> <p>Concepts: External Characteristics of Animals; How Animals Move</p>		<p>Listening & Speaking: use gestures and expressions; interpret a speaker's message</p> <p>Reading: make connections; compare and contrast; categorize; determine author's purpose; identify features of and read a fact book; identify main idea and details; read with expression, accuracy and appropriate rate; high frequency words: is, most, this, move, use, of</p> <p>Writing: personal response; Writer's Craft: describing words & fact sentences; sentences about characters; detail sentences; journal entry; Writing Project: Science Article</p> <p>Language Functions: give information; evaluate; ask for clarification</p> <p>Grammar Skills: sentences: sentence capitalization, complete sentences, simple subject, simple predicate, subject-verb agreement; synonyms; antonyms</p>	
WIDA ELD Standards:			
<p>WIDA ELD Standard 1: Social and Instructional Language</p> <p>WIDA ELD Standard 2: Language of English Language Arts</p> <p>WIDA ELD Standard 4: Language of Science</p>			
Enduring Student Understandings:	Student Vocabulary:		
Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.	<p>Science Vocabulary: beak, coverings, feathers, fur, mouth, paw, scales, tail, climb, run, slither, fly, slide, swim, parts</p> <p>Academic Vocabulary: alike, different, look, body, feature, back, front, fact, movement, push</p> <p>Basic Vocabulary: (Clothing) belt, buckle, shirt, pocket, dress, shoes, jacket, collar, zipper, skirt, jeans, pants, socks, sweater, button; (Outdoor Activities and Sports) catch a ball, kick a ball, play soccer, ride a skateboard, run on a track, sit in a chair, stand in line, swim in a pool, throw a ball, walk in the park</p>		
Emphasized Cross Cutting Practices:	Assessment:		
<p>RL.1.1,2,3,7,9,10</p> <p>RI.1.1,2,3,4,5,6,7,8,9,10</p> <p>RF.1.1,2,3,4</p> <p>W.1.1,2,5,6,7,8</p> <p>SL.1.1,2,3,4,5,6</p> <p>L.1.1,2,4,5,6</p>	<p>Oral Language Rubric; Vocabulary Test; Reading Test; Writing Rubrics for Science Article: <i>Reach</i> TE66j (teacher rubric) and Practice Master 5.20 (student self-assessment)</p>		
Resources/Materials:			
<p><i>Reach</i> Level B Unit 5</p> <p><i>Spectrum</i> Grade 1 Reading; <i>Spectrum</i> Grade 1 Language Arts; <i>Spectrum</i> Grade 1 Writing</p> <p><i>Making Connections</i> Book 1 Unit 4: Compare and Contrast</p> <p><i>Making Connections</i> Book 2 Unit 4: Compare and Contrast</p>			
Technology, Differentiation and Assessment Strategies:			
<p>https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit</p>			

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Subject: ELL		Grade: First	Unit: Up in the Air	Timeframe: March-April
Concepts:		Skills / Understandings:		
<p>Big Question: What's wild about weather?</p> <p>Concepts: Why Weather Matters; How Weather Changes</p>		<p>Listening & Speaking: listen and make comments in discussion; ask questions to get information</p> <p>Reading: make inferences; cause and effect; character development; classify details; sensory details; genres: story, legend, science nonfiction, realistic fiction, interview; read with expression, accuracy, and appropriate rate; high frequency words: can, see, how, that, made, think</p> <p>Writing: personal response; Writer's Craft: ask and answer questions & sentences using action words; retell steps; describing sentences with details; questions; journal entry; summary; Writing Project: Nonfiction Paragraph</p> <p>Language Functions: explain; express likes and dislikes; use language patterns; engage in conversation; express ideas</p> <p>Grammar Skills: sentence types: statements/exclamations/commands; negative sentences/questions; questions: yes/no questions, ways to start questions; compound words</p>		
WIDA ELD Standards:				
<p>WIDA ELD Standard 1: Social and Instructional Language</p> <p>WIDA ELD Standard 2: Language of English Language Arts</p> <p>WIDA ELD Standard 4: Language of Science</p>				
Enduring Student Understandings:		Student Vocabulary:		
<p>Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.</p>		<p>Science Vocabulary: blows, feels, storm, weather, wind, calendar, rainy, year, cloudy, snowy, month, sunny</p> <p>Academic Vocabulary: fast, power, strong, outside, soft, cold, hot, temperature, cool, warm</p> <p>Basic Vocabulary: (Weather) Today is cloudy. Today is foggy. Today is rainy. Today is snowy. Today is sunny. Today is windy.</p>		
Emphasized Cross Cutting Practices:		Assessment:		
<p>RL.1.1,2,3,4,7,10</p> <p>RI.1.1,2,3,4,5,6,7,8,10</p> <p>RF.1.1,2,3,4</p> <p>W.1.1,2,5,6,7,8</p> <p>SL.1.1,2,3,4,5,6</p> <p>L.1.1,2,4,5,6</p>		<p>Oral Language Rubric; Vocabulary Test; Reading Test; Writing Rubrics for Nonfiction Paragraph: <i>Reach</i> TE134j (teacher rubric) and Practice Master 6.20 (student self-assessment)</p>		
Resources/Materials:				
<p><i>Reach</i> Level B Unit 6</p> <p><i>Spectrum</i> Grade 1 Reading; <i>Spectrum</i> Grade 1 Language Arts; <i>Spectrum</i> Grade 1 Writing</p> <p><i>Making Connections</i> Book 2 Unit 5: Drawing Conclusions/Predicting Outcomes</p>				
Technology, Differentiation and Assessment Strategies:				
<p>https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtiW2bs/edit</p>				

Warren Township Public School District
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Subject: ELL	Grade: First	Unit: Then and Now	Timeframe: May
Concepts:		Skills / Understandings:	
<p>Big Question: What's the difference between then and now?</p> <p>Concepts: How Our World Keeps Changing; Continuity and Change</p>		<p>Listening & Speaking: listen for important details; adjust your language for your audience</p> <p>Reading: visualize; main idea and details; describe character's feelings; genres: biography, history article, blog entry, realistic fiction, poem; nonfiction text feature: timeline; read with expression, intonation, accuracy, and appropriate rate; high frequency words: am, first, could, my, feel, now</p> <p>Writing: personal response; Writer's Craft: letter writing and show character's feelings; sentences about communication then and now; blog entry; journal entry; summary; Writing Project: Friendly Letter</p> <p>Language Functions: express opinions; agree and disagree; express feelings; express needs and wants; say it another way; create visuals</p> <p>Language Arts Skills: alphabetize and use a dictionary</p> <p>Grammar Skills: regular past tense: -ed; irregular past tense: was, were, go, went, do, did; future tense: will, am/is/are going to</p>	
WIDA ELD Standards:			
<p>WIDA ELD Standard 1: Social and Instructional Language</p> <p>WIDA ELD Standard 2: Language of English Language Arts</p> <p>WIDA ELD Standard 5: Language of Social Studies</p>			
Enduring Student Understandings:		Student Vocabulary:	
<p>Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.</p>		<p>Social Studies Vocabulary: computer, message, then, now, internet, news, better, easier, music, new, old, record</p> <p>Academic Vocabulary: communicate, history, past, present, future, build, machine, tool, invent, modern</p> <p>Basic Vocabulary: (Technology) camera, cell phone, computer, copier, DVD player, laptop computer, music player, speakers, television, video camera</p>	
Emphasized Cross Cutting Practices:		Assessment:	
<p>RL.1.1,2,3,4,7,10 RI.1.1,2,4,5,6,7,8,10 RF.1.1,2,3,4 W.1.1,2,5,6,7,8 SL.1.1,2,3,4,5,6 L.1.1,2,4,5,6</p>		<p>Oral Language Rubric; Vocabulary Test; Reading Test; Writing Rubrics for Friendly Letter: <i>Reach</i> TE200j (teacher rubric) and Practice Master 7.20 (student self-assessment)</p>	
Resources/Materials:			
<p><i>Reach</i> Level B Unit 7</p> <p><i>Spectrum</i> Grade 1 Reading; <i>Spectrum</i> Grade 1 Language Arts; <i>Spectrum</i> Grade 1 Writing</p> <p><i>Making Connections</i> Book 1 Unit 1: Identifying Detail and Unit 3: Main Idea</p> <p><i>Making Connections</i> Book 2 Unit 1: Identifying Detail and Unit 3: Main Idea</p>			
<p>Technology, Differentiation and Assessment Strategies:</p> <p>https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit</p>			

Warren Township Public School District
First Grade
ESL Instructional Framework

Subject: ELL	Grade: First	Unit: Get out the Map!	Timeframe: June
Concepts:		Skills / Understandings:	
<p>Big Question: Why do we need maps?</p> <p>Concepts: How We Use Maps; Using Maps to Tell Stories</p>		<p>Listening & Speaking: restate and follow instructions; give instructions; retell a story; tell an original story</p> <p>Reading: review all reading strategies; use information; sensory language; identify problem and solution; genres: story, informational text, poem, modern fairy tale, how-to article; nonfiction text feature: maps; read with expression, appropriate phrasing, accuracy and appropriate rate; high frequency words: about, once, after, story, another, tell</p> <p>Writing: personal response; Writer’s Craft: speaking directly to readers; sentences about maps; problem and solution sentences; how-to sentences; journal entry; Haiku poem; Writing Project: Literary Response</p> <p>Language Functions: give and follow directions</p> <p>Language Arts Skills: suffixes;prefixes</p> <p>Grammar Skills: adverbs that tell how with -ly; adverbs that tell how/where/when; prepositions that tell where/show direction; prepositional phrases</p>	
WIDA ELD Standards:			
<p>WIDA ELD Standard 1: Social and Instructional Language</p> <p>WIDA ELD Standard 2: Language of English Language Arts</p> <p>WIDA ELD Standard 5: Language of Social Studies</p>			
Enduring Student Understandings:	Student Vocabulary:		
Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.	<p>Social Studies Vocabulary: key, map, meaning, picture, symbol, useful, East, North, South, West, right, left, path</p> <p>Academic Vocabulary: between, distance, sign, corner, show, directions, follow, near, far, location</p> <p>Basic Vocabulary: (Signs and Safety) bathroom sign, bus stop sign, crossing light, crossing sign, exit sign, hospital sign, railroad crossing sign, speed limit sign, stop sign, traffic light</p>		
Emphasized Cross Cutting Practices:	Assessment:		
<p>RL.1.1,2,3,4,5,6,7,10</p> <p>RI.1.1,2,3,4,5,6,7,8,10</p> <p>RF.1.1,2,3,4</p> <p>W.1.1,5,6,7,8</p> <p>SL.1.1,2,3,4,5,6</p> <p>L.1.1,2,4</p>	<p>Oral Language Rubric; Vocabulary Test; Reading Test; Writing Rubric for Literary Response: <i>Reach</i> TE268j (teacher rubric) and Practice Master 8.20 (student self-assessment)</p>		
Resources/Materials:			
<p><i>Reach</i> Level B Unit 8</p> <p><i>Spectrum</i> Grade 1 Reading; <i>Spectrum</i> Grade 1 Language Arts; <i>Spectrum</i> Grade 1 Writing</p>			
Technology, Differentiation and Assessment Strategies:			
<p>https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtlW2bs/edit</p>			

