

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

Type Task - Key Chart

Listening Task Types		Speaking Task Types	
LSE – Listen to a Short Exchange	K-12	STS - Talk About a Scene	K-12
LST – Listen to a Story	K-5	SSO – Support and Opinion	K-12
LPR – Listen to an Oral Presentation	K-12	SRN - Retell a Narrative	K-5
		SAP - Summarize an Academic Presentation	K-12
Reading Task Types		Writing Task Types	
RCW- Read and Choose a Word	1-2	WST – Write a Story Together with Scaffolding	K-2
RCS- Read and Choose a Sentence	1-5	WIT - Write an Informational Text Together	1-2
RSP- Read a Short Informational Passage	1-12	WDP- Describe a Picture	1-12
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DESIGNATED ELD/ELPAC SPIRALS REVIEW – First Grade

UNIT 1: Getting to Know Us - What makes you special?

Week 1: At School / Essential Question - What do you do at school?

Listening -- LSE (Listening to a Short Exchange)



Source: Wonders ELD My Language Book Grade 1 - Page 3

What will the boy give the girl?

- A. glasses
- B. a magnifying glass
- C. a leaf

SAY Listen to a conversation between two students in a classroom. Listen carefully.

As you read each character's line, point to the picture of the character.

SAY The girl says "Can I have a turn holding the magnifying glass?"

SAY The boy says, "Yes, you can have a turn."

SAY What will the boy give the girl?

- a. glasses
- b. a magnifying glass
- c. a leaf

For Listening to a Short Exchange (LSE), the teacher reads aloud a short conversation between two speakers in a school context. A picture of the two speakers is included. The student then answers one question about the conversation. The answer choices may be pictures or text. As the teacher reads each character's line, he or she points to the picture of the character. The teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question and/or answer choices when asked.

Speaking -- STS (Speaking Talk About a Scene)

Source: Internet (Public Domain)



SAY Look at the picture. I am going to ask you some questions about it.

SAY 1. What is the teacher doing?
Point to the teacher.

SAY 2. What is on the table(s)?
Point to the table(s).

SAY 3. Describe what the students are doing?

SAY 4. What kind of class is this?
How do you know?

SAY 5. Describe what is outside the window.

SAY 6. Tell me something else about the picture.

For Talk About a Scene, the student looks at a picture of a familiar scene in a school context. The student then answers six questions about the scene with a single word, a short phrase or longer response. Answers should be correct, relevant and the errors in grammar, pronunciation, or intonation should not impede meaning.

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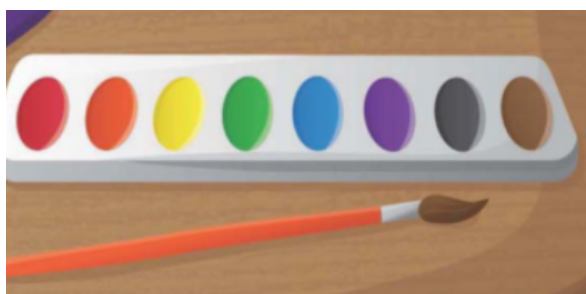
Reading -- RCW (Read and Choose a Word)

SAY Look at the picture. Point to the word that matches the picture.

For Read and Choose a Word, the student looks at a picture. The student then chooses the word that matches the picture. The teacher points to the picture. For first grade, the teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question, and/or answer choices when asked.



- A. crayon
- B. pencil
- C. scissors



- D. marker
- E. paints



- G. scissors
- H. glue stick
- I. ruler



- J. crayon

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F. glue

Source: Wonders ELD My Language Book Grade 1 - Page 5

K. glue

L. pen

Writing -- WST (Write a Story Together with Scaffolding)

SAY We are going to write a story together. The title of the story is Helping Dad

Sweep finger under the title in the Answer Book as you read it aloud.

- 1. The first letter is missing from the word "Helping." Say the word "Helping." Now write the first letter of the word "Helping."**

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

- 2. The first letter is missing from the word "Dad." Say the word "Dad." Now write the first letter of the word "Dad."**

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

- 3. The first sentence in the story is: Jack and his father are in the garden.**

Sweep your finger under the sentence in the Answer Book as you read it aloud.

The second sentence in the story should say: Father will dig.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

The word dig is missing from the story. Say the word "dig."

Now write the word, "dig."

Point to the write-on line in the Answer Book.

- 4. Now it is your turn to write the end of the story. How should the story end? Write your sentence here.**

Point to the write-on line in the Answer Book. Allow the student time to write his or her sentence.

Read your writing to me.

Write what the student says below the student's sentence.

For Write a Story Together with Scaffolding, the student works with the teacher to write a short story. A picture related to the story is included, as well as an introductory sentence and an incomplete sentence. The student writes letters, a word, and an original, complete sentence about the story.

_____elping_____ad

Source: Internet (Public Domain)



Jack and his father are in the garden.

Father will _____.

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DESIGNATED ELD/ELPAC SPIRALS REVIEW – First Grade

UNIT 1: Getting to Know Us - What makes you special?

Week 2: Where I Live / Essential Question - What is it like where you live?

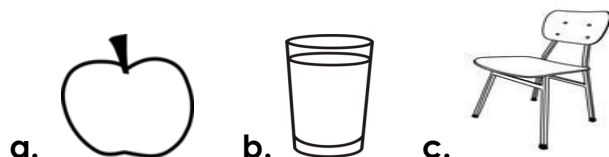
Listening -- LST (Listen to a Story)



Source: Wonders ELD My Language Book Grade 1 - Page 3

1. What do Zion and Alondra like to do at lunch?
 - a. eat apples
 - b. play together
 - c. trade food

2. What does Alondra want to trade?



3. What do they do?
 - a. They switch chairs.
 - b. They trade the apple and pear.
 - c. They cut the apple and pear.

SAY Listen carefully as I read you a story. You will hear the story only once. When I am finished, I will ask you some questions.

SAY

Zion and Alondra are eating lunch in the cafeteria at school. They like to trade food.

Alondra asks, "Can I trade you my apple for your pear?"

"I really like pears, but I really like apples," Zion says.

"Hmmm..let's cut them in half and share."

1. What do Zion and Alondra like to do at lunch?
 - a. eat apples
 - b. play together
 - c. trade food

2. What does Alondra want to trade?



3. What do they do?
 - a. They switch chairs.
 - b. They trade the apple and pear.
 - c. They cut the apple and pear.

Note: For Listening to a Story, the teacher reads aloud a short, fictional story that contains dialogue. A picture related to the story is included. The student then answers three questions about the story. The answer choices may be pictures or text. The teacher reads the directions, questions and answer choices.

Speaking -- SSO (Support an Opinion)

A.



Source: Wonders ELD My Language Book Grade 1 - Page 11

B.



Source: Wonders ELD My Language Book Grade 1 - Page 11

PART A.

SAY I am going to ask you for your opinion.

SAY Your family is letting you decide what you can have at your birthday party. There are two choices. One is a bunch of balloons and the other is a pinata. Which would you choose for your birthday party.

SAY Why do you think (your choice) is better?

PART B.

SAY What about if you had to choose between party hats or noise makers? Which would you choose for your birthday?

SAY Why do you think (your choice) is better?

For Support an Opinion, the student gives an opinion about two activities, events, materials, or objects, and tells why he or she prefers one over the other or provides an option not provided in the question. A picture of two activities, events, materials, or objects is included. The opinion expressed should be supported with a relevant reason. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

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Source: Wonders ELD My Language Book Grade 1 - Page 13

Choose a word...

- A. dog
- B. duck
- C. day

Choose a sentence...

- A. They are swimming.
- B. They are fishing.
- C. They are running.

Note: Previously students were introduced to RCW, this exercise provides a chance to compare / contrast a word with a sentence as students are introduced to Read and Choose a Sentence (RCS).

SAY Look at the picture. Point to the word that matches the picture.

SAY

- A. dog
- B. duck
- C. day

SAY Look at the picture. Point to the sentence that matches the picture.

SAY

- A. They are swimming.
- B. They are fishing.
- C. They are running.

For Read and Choose a Word (RCW) / Sentence (RCS) the student looks at a picture. The student then chooses the word / sentence that matches the picture. The teacher points to the picture. For first grade, the teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question, and/or answer choices when asked.

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SAY Now I am going to tell you some information about life in the country. Listen carefully. Then we will write about what we have learned.

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

SAY I live in the country. I live in a house. Not many people live near us. I live in the country. I have a big backyard. Lots of kids play with me. I live in the country. My school is far away. I ride the bus.

SAY Let's write about what we've learned. (*Sweep your finger under the sentence as you read*) - **The first sentence is: I live in the country.** (*Pause*) **I have a sentence to add. I will say the sentence and you will write the sentence here.** (*Point to the first write-on line in the Answer Book*). **I have a big yard.** Repeat the sentence as necessary. Pause for the student to write. **Let's read what we have written so far.** Sweep your finger under the sentences as you read. **I live in the country. I have a big yard.**

SAY Now it is your turn to add a sentence. Listen while I re-read the information. Listen carefully so you can write your own sentence here. (*Point to the final write-on line in the Answer Book. Read the text aloud to the student. Point to each picture as the appropriate time while reading the text*).

I live in the country. I live in a house. Not many people live near us. I live in the country. I have a big backyard. Lots of kids play with me. I live in the country. My school is far away. I ride the bus.

When you are finished reading, point to the final write-on line.

SAY Now, write your own sentence here. You can use the words and the pictures to help you write your sentence. Pause for students to write. **Do you want to make any changes to your sentence?** Pause for the student to make any revisions. If student does not have any revisions or when student completes revisions,

SAY Read your writing to me. Write what the student says below the student's sentence.

For Write an Informational Text Together, the student listens to a short informational text. A picture related to the text is included, as well as an introductory sentence. The student then works with the teacher to write one dictated and one original sentence about the text

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house



play



bus

I live in the country.

UNIT 1: Getting to Know Us - What makes you special?

Week 5: Let's Move / Essential Question - How does your body move?

Listening -- LST (Listening to a Story)

Talk about the picture.
Draw yourself moving.



Source: Adapted from Wonders ELD My Language Book - Page 34

1. What is Miguel doing at the park?

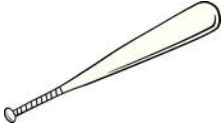
- A. riding a bike
- B. swinging
- C. playing catch

2. Who is riding a bike?

- A. Zac
- B. Kim
- C. Dad

3. At the end of the story, what does Kim have?

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- a.  b.  c. 

Speaking -- STS (Speaking Talk About a Scene)



Source: Internet Image (Public Domain)

Reading -- RIF (Read an Informational Passage)

SAY You are going to read a text on your own. I will ask you some questions about what you have read.

For Read an Informational Passage, the student reads informational text (i.e., nonfiction) independently. A picture related to the passage may be included. The student then answers three questions about the passage. The answer choices may be pictures or text. For first grade, the teacher reads the directions, questions and answer choices or if not text, points to the pictures. *However, if it is clear that they can not do so at the time of the practice administration, the teacher may coach or "guide" them through the text, providing strategies for when they are on*

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their own during the formal assessment. During the formal administration of the ELPAC students are given no assistance in reading the text, but are read the question and answer choices.



Our bodies help us move.
We move when we play sports!
We can swing a bat.
We can catch and throw a ball.
We can run, too.
We can stop and turn.
We can kick the ball very high.
We can jump in a pool.
Our two arms help us swim.
We can kick our legs, too.
Look! We can roll!
How can you move?

Writing -- WIT (Write an Informational Text Together)

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SAY Now I am going to tell you some information about your body and its skeleton. Listen carefully. Then we will write about what we have learned.

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

You have a set of bones in your body. It is called a skeleton. Your skeleton holds up your body. Your skeleton gives your body its shape. You have bones in your arms and legs. You have bones in your knees. The bones around your chest are called ribs. You even have bones in your fingers! Doctors say to take care of your bones. Be sure to exercise and drink lots of milk. (Source: Readworks.org - About Your Bones)

SAY Let's write about what we've learned. *(Sweep your finger under the sentence as you read)* - **The first sentence is: A skeleton is a set of bones in a body.** *(Pause)* **I have a sentence to add. I will say the sentence and you will write the sentence here.** *(Point to the first write-on line in the Answer Book).* **My legs have bones.** *Repeat the sentence as necessary. Pause for the student to write.* **Let's read what we have written so far. Sweep your finger under the sentences as you read. A skeleton is a set of bones in a body. My legs have bones.**

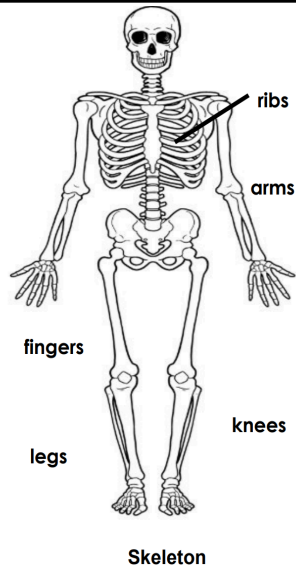
SAY Now it is your turn to add a sentence. Listen while I re-read the information. Listen carefully so you can write your own sentence here. *(Point to the final write-on line in the Answer Book. Read the text aloud to the student. Point to each picture at the appropriate time while reading the text).* **You have a set of bones in your body. It is called a skeleton. Your skeleton holds up your body. Your skeleton gives your body its shape. You have bones in your arms and legs. You have bones in your knees. The bones around your chest are called ribs. You even have bones in your fingers! Doctors say to take care of your bones. Be sure to exercise and drink lots of milk.**

When you are finished reading, point to the final write-on line.

SAY Now, write your own sentence here. You can use the words and the pictures to help you write your sentence. *Pause for students to write. Do you want to make any changes to your sentence? Pause for the student to make any revisions. If student does not have any revisions or when student completes revisions,*

SAY Read your writing to me. Write what the student says below the student's sentence.

For Write an Informational Text Together, the student listens to a short informational text. A picture related to the text is included, as well as an introductory sentence. The student then works with the teacher to write one dictated and one original sentence about the text.



A skeleton is a set of bones in a body.

1.

2.

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End of Unit 1 - Weeks 1 through 5

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DESIGNATED ELD/ELPAC SPIRALS REVIEW – First Grade

UNIT 2: Our Community - What makes a community?

Week 1: Jobs Around Town / Essential Question - What jobs need to be done in a community?

Listening -- LPR (Listen to an Oral Presentation)

Source: Internet (Public Domain)



Who is the special school helper?

- A. a doctor**
- B. a nurse**
- C. a construction worker**

When do you ask to go to the nurse for help?

- A. when you feel sick**
- B. when you need a pencil**
- C. when you want to read a book**

What does the nurse do as part of her job?

- A. gives eyes tests**
- B. serves food**
- C. washes feet**

SAY Listen as I tell you about a special school helper. Listen carefully. You will hear the information only once. When I am finished I will ask you some questions.

Some schools have a special helper. That helper is the school nurse. What does the school nurse do? The nurse helps you if you feel sick or get hurt. The nurse might give you an eye test or a hearing test. The nurse shows you the right way to wash your hands. The nurse also teaches you about healthy foods. Be sure to thank your school nurse for helping you stay healthy!

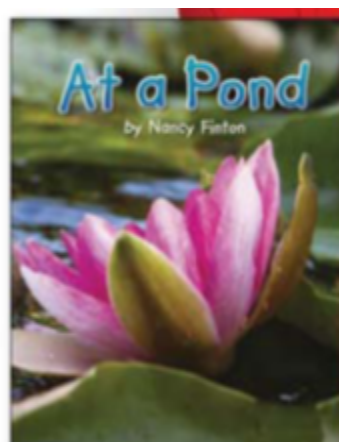
Source: Readworks.org - Meet the School Nurse (Grade 1)

For Listening to an Oral Presentation, the teacher reads aloud an oral presentation on an academic topic. A picture related to the presentation may be included. The student then answers three questions about the presentation. The answer choices may be pictures or text. For first grade, the teacher reads aloud the directions, oral presentation, questions and answer choices.

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Speaking -- SSO (Support an Opinion)

PART A.



Source: Wonders Literature Anthology Unit 2

PART B.



Source: Wonders ELD My Language Book - Page 47

PART A.

SAY I am going to ask you for your opinion.

SAY Your class has a choice to read a book. Which book do you choose for your class to read together: a book about firefighters or a book about life at a pond.

SAY Why do you think (your choice) is better?

PART B.

SAY What about if you had to choose between being a construction worker or a doctor? Which would you choose and why?

SAY Why do you think (your choice) is better?

For Support an Opinion, the student gives an opinion about two activities, events, materials, or objects, and tells why he or she prefers one over the other or provides an option not provided in the question. A picture of two activities, events, materials, or objects is included. The opinion expressed should be supported with a relevant reason. Errors in grammar, word choice, pronunciation, or intonation should not impede meaning.

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Reading -- RCW (Read and Choose a Word)

SAY Look at the picture. Point to the word that matches the picture.

For Read and Choose a Word, the student looks at a picture. The student then chooses the word that matches the picture. The teacher points to the picture. For first grade, the teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question, and/or answer choices when asked. TIP: Before reading the answer choices have the student say what they think the picture is and look for the word among the answer choices.



- A. number
- B. clock
- C. bell



- A. hammer
- B. nail
- C. saw



- A. fork
- B. knife
- C. spoon



- A. glass
- B. lightbulb
- C. egg

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Writing -- WDP (Describe a Picture)

SAY Look at the picture. Write a sentence that tells what is happening in the picture.

For Describe a Picture, students write a brief description of what is happening in a picture. The picture depicts a social or academic activity that can be described using varied vocabulary and sentence structures. A Rubric Score of 3 requires students to write an original sentence(s). The response is appropriate and relevant to the task. The words in the sentences are recognizable. For grade one, the words in the sentence are recognizable without the Test Examiner's transcription. The student uses effective grade-appropriate grammar and word choice. Errors in spelling and punctuation may be present, but they do not interfere with meaning. For grade one, letters may be reversed, backwards, or upside down (for example, b < > d, q < > p, b < > p). The words in the sentence may or may not be appropriately spaced.

Source: Wonders Reading/Writing Workshop Unit 2 Good Job Ben - Page 14



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DESIGNATED ELD/ELPAC SPIRALS REVIEW – First Grade

UNIT 2: Our Community - What makes a community?

Week 2: Buildings All Around / Essential Question - What buildings do you know? What are they made of?

Listening -- LSE (Listening to a Short Exchange)



Source: Internet (Public Domain)

What did the other boy show him?

- A. a desk
- B. dinosaurs
- C. the table of contents

SAY Listen to a conversation between two students in the school library. Listen carefully.

As you read each character's line, point to the picture of the character.

SAY One boy says, "Can you show me the **table of contents** where I can look to see if there is a dinosaur story in the book?"

SAY The other boy says, "Here it is."

SAY What did the other boy show him?

- A. a desk
- B. dinosaurs
- C. the table of contents

For Listening to a Short Exchange (LSE), the teacher reads aloud a short conversation between two speakers in a school context. A picture of the two speakers is included. The student then answers one question about the conversation. The answer choices may be pictures or text. As the teacher reads each character's line, he or she points to the picture of the character. The teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question and/or answer choices when asked.

Speaking -- SRN (Speaking Retell a Narrative)

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SAY Look at the pictures.

Pause. Point to each of the pictures.

I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

SAY Ben stops the mail truck. He gets out to do his job. He brings mail to people. There is a lot of mail.

Point to the second picture.

SAY Ben gives Miss Deb a letter. The letter makes Miss Deb glad. It is from her granddaughter.

Point to the third picture.

SAY Ben gives Meg a box. The box has a new dress in it. The box makes Meg happy.

Point to the fourth picture.

SAY Ben finished his job for the day. He gave all the mail to the people. Ben goes back to his truck. He will come back tomorrow and deliver more mail.

SAY Now use all the pictures to tell the story back to me.

For Retell a Narrative, the teacher reads a story that goes along with a series of pictures. The student then uses the pictures to retell the story. See 4 Point Rubric for SRN in the ELPAC Practice Test - Grade 1.

Source: Adapted from Wonders Leveled Reader & Retelling Cards: Ben Brings the Mail (Unit 2)

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Source: Adapted from Wonders ELD My Language Book Grade 1 - Pages 58-59



- A. One dog lives on a log.
- B. Two foxes live in boxes.
- C. Three cats live in a hat.



- A. A pup sits next to his hut.
- B. A pup runs in the sun.
- C. A pup jumps up and down.

SAY Look at the picture. Point to the sentence that matches the picture.

For Read and Choose a Sentence the student looks at a picture. The student then chooses the sentence that matches the picture. The teacher points to the picture. For first grade, the teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question, and/or answer choices when asked. TIP: Before reading the answer choices have the student try to read the sentences or say what they think the picture is about and look for the word(s) among the answer choices.

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SAY We are going to write a story together. The title of the story is Let's Build a Home
Sweep finger under the title in the Answer Book as you read it aloud.

SAY The first letter is missing from the word "Build." Say the word "Build." Now write the first letter of the word "Build"

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

SAY The first letter is also missing from the word "Home" Say the word "Home." Now write the first letter of the word "Home."

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

SAY The first sentence in the story is: We need a home.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

The second sentence in the story should say: We can use mud.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

The word mud is missing from the story. Say the word "mud."

Now write the word, "mud."

Point to the write-on line in the Answer Book.

SAY Now it is your turn to write the end of the story. How should the story end? Write your sentence here.

Point to the write-on line in the Answer Book. Allow the student time to write his or her sentence.

SAY Now, read your writing to me.

Write what the student says below the student's sentence.

For Write a Story Together with Scaffolding, the student works with the teacher to write a short story. A picture related to the story is included, as well as an introductory sentence and an incomplete sentence. The student writes letters, a word, and an original, complete sentence about the story.

Source: Adapted from Wonders Literature Anthology Unit 2 "The Pigs, the Wolf, and the Mud" - Pages 26-43.

Let's _____ uild a _____ ut



We need a home.

We can use _____.

DESIGNATED ELD/ELPAC SPIRALS REVIEW – 1ST GRADE

UNIT 2: Our Community - What makes a community?

Week 3: A Community in Nature / Essential Question - Where do animals live together?

Listening -- LST (Listen to a Story)

Big Rock Pond



Source: Adapted from Wonders Your Turn Practice Book - Unit 2, Week 3 (Page 75)

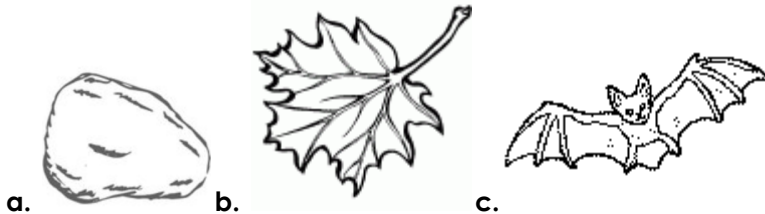
1. Where are Pam and Fred?

- A. at the zoo
- B. at the pond
- C. at the ocean

2. Who can jump?

- A. Pam
- B. frogs
- C. bugs

3. At the end of the story, what does Pam tell Fred to look at?



SAY Listen carefully as I read you a story. You will hear the story only once. When I am finished, I will ask you some questions.

SAY

Pam and Fred are at Big Rock Pond.

"What can you see," says Pam.

"Here is a bug. A bug can buzz," says Fred.

"What can you see," says Fred.

"Here are two frogs. Frogs can jump," says Pam.

"Look up there, look at them spin," says Pam.

"Bats!" says Fred.

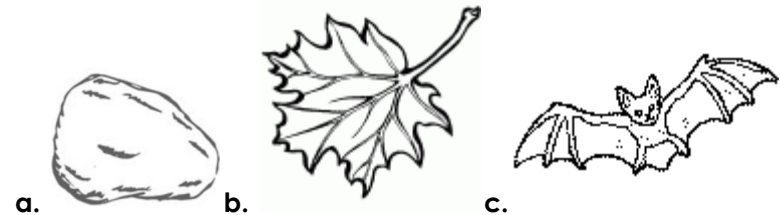
1. Where are Pam and Fred?

- A. at the zoo
- B. at the pond
- C. at the ocean

2. Who can jump?

- A. Pam
- B. frogs
- C. bugs

3. At the end of the story, what does Pam tell Fred to look at?



Note: For Listening to a Story, the teacher reads aloud a short, fictional story that contains dialogue. A picture related to the story is included. The student then answers three questions about the story. The answer choices may be pictures or text. The teacher reads the directions, questions and answer choices.

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Speaking -- SAP (Summarize an Academic Presentation)



Source: Adapted from Wonders Leveled Reader - Meerkat Family (Unit 2, Week 3 - All Levels)

SAY I am going to tell you about Meerkats. Listen carefully. You will hear the information only once. When I am finished, you will tell me about Meerkats.

Point to the picture of the meerkats and the map of Africa at the appropriate time while reading the information.

Meerkats live in large groups on the tip of Africa. Few animals work together as well as Meerkats. Meerkats have spotted fur and ink-black noses. Dark fur around their eyes make it look like it is wearing a mask. It also helps them see in the sun.

Now, point to the pictures of hawk at the appropriate time.

Meerkats must watch out! Large birds like hawks and eagles hunt Meerkats for food. Meerkats hunt for food as well. They eat bugs and plants. They eat small animals like mice, too.

Meerkats have long tails that help them to sit up and see. They can watch for predators like Eagles or look for their own prey like mice.

SAY Now it is your turn. Tell me about Meerkats.
Use the picture to help you.

For Summarize an Academic Presentation, the teacher reads aloud an academic presentation. While listening to the presentation, the student looks at related pictures. The student is then asked to summarize the main points of the presentation. Note that the student will hear the information only once. The teacher will point to the picture or objects at the appropriate time while reading the information. See ELPAC Practice Test - Grade 1 for 4 Point Rubric.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

Reading -- RSP (Read a Short Informational Passage)

SAY Now you are going to read a text on your own. I will ask you some questions about what you have read.

For Read a Short Informational Passage, students read the text on their own then answer three questions. A picture related to the passage may or may not be included. Teacher will read the question and answer choices or if answer choices are not text, point to the pictures. NOTE: You should practice the RSP giving students the opportunity to read it on their own; however, if it is clear that they can not do so at the time of the practice administration, coach or "guide" them through the text, providing strategies for when they are on their own during the formal assessment. During the formal administration of the ELPAC students are given no assistance in reading the text, but are read the question and answer choices.

The Spot*

This is a forest
This spot has lots of animals.
Deer live here. They eat plants.
But who's in the grass?
A rabbit's head pops up!
What is up there?
Look up, up, up
It is a nest.
The mom gets big bugs. Yum!
What is on the trunk?
It is a nest, too.
Lots of wasps live in it.
Ants live here, too.
Ants pick up twigs and grass.
Ants zip in and out.
And ants have no rest!
Ants dig under sand and grass.

*Source: Excerpt only from Wonders Reading/Writing Workshop - Volume 2 "The Spot" - Pages 54-63

SAY

1. What is the text about?

- A. animals at the zoo
- B. animals on a farm
- C. animals in a forest

2. Whose head pops up in the grass?

- A. ants
- B. rabbit
- C. deer

3. What is on the trunk?

- A. a wasp nest
- B. an elephant
- C. plants

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

Writing -- WIT (Write an Informational Text Together)

SAY Now I am going to tell you some information about homes around the world. Listen carefully. Then we will write about what we have learned.

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

There are many kinds of homes. People build their homes to fit the place they live and use the materials they have around them such as wood and clay. This home is made of wood. There is a lot of water here. This is a good home for a wet place. It is built on stilts. The stilts help to keep it dry. This home is made of clay. This is a good home for a hot place. There is a lot of clay in this place. People use it to build homes. Clay keeps the home cool inside. (Source: Adapted from Wonders Anthology Unit 2 - Homes All Around)

SAY Let's write about what we've learned. *(Sweep your finger under the sentence as you read)* - The first sentence is: There are many kinds of homes. *(Pause)* I have a sentence to add. I will say the sentence and you will write the sentence here. *(Point to the first write-on line in the Answer Book).* Some homes are made of wood. Repeat the sentence as necessary. Pause for the student to write. Let's read what we have written so far. *Sweep your finger under the sentences as you read.* There are many kinds of homes. Some homes are made of wood.

SAY Now it is your turn to add a sentence. Listen while I re-read the information. Listen carefully so you can write your own sentence here. *(Point to the final write-on line in the Answer Book. Read the text aloud to the student. Point to each picture at the appropriate time while reading the text).* There are many kinds of homes. People build their homes to fit the place they live and use the materials they have around them such as wood and clay. This home is made of wood. There is a lot of water here. This is a good home for a wet place. It is built on stilts. The stilts help to keep it dry. This home is made of clay. This is a good home for a hot place. There is a lot of clay in this place. People use it to build homes. Clay keeps the home cool inside.

When you are finished reading, point to the final write-on line.

SAY Now, write your own sentence here. You can use the words and the pictures to help you write your sentence. *Pause for students to write. Do you want to make any changes to your sentence? Pause for the student to make any revisions. If student does not have any revisions or when student completes revisions,*

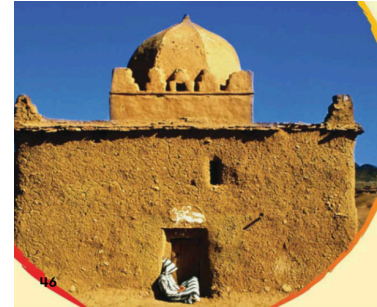
SAY Read your writing to me. Write what the student says below the student's sentence.

For Write an Informational Text Together, the student listens to a short informational text. A picture related to the text is included, as well as an introductory sentence. The student then works with the teacher to write one dictated and one original sentence about the text.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade



wood home



clay home

Source: Adapted from Wonders Literature Anthology - Unit 2 - Homes All Around (pages 44-47)

There are many kinds of homes.

1.

2.

DESIGNATED ELD/ELPAC SPIRALS REVIEW – 1ST GRADE

UNIT 2: Our Community - What makes a community?

Week 4: Let's Help / Essential Question - How do people help out in the community?

Listening -- LPR (Listen to an Oral Presentation)

1. This passage is about...

- a. drinking water from bottles
- b. recycling plastic
- c. sorting trash

2. Where do water bottles get recycled into new plastic again?

- a. in a factory
- b. in a store
- c. at school

3. Plastic can be recycled and made into new things like...



SAY Listen as I tell you about recycling. Listen carefully. You will hear the information only once. When I am finished I will ask you some questions.

Do you drink from plastic water bottles? Do you throw them away after you use them? You can do something better. Recycle! Things made of plastic can be recycled. They can be made into something new. People put plastic into special recycling bins. Workers take the plastic to a factory. The plastic is sorted. It is washed. Then it is chopped. The pieces are dried. They are heated and they melt. Finally, they are put into water to cool. Now the plastic is new again! It can be used to make new things like trash bags, traffic cones and more plastic bottles.

Source: Adapted from Readworks.org - How Plastic is Recycled

For Listening to an Oral Presentation, the teacher reads aloud an oral presentation on an academic topic. A picture related to the presentation may be included. The student then answers three questions about the presentation. The answer choices may be pictures or text. For first grade, the teacher reads aloud the directions, oral presentation, questions and answer choices.

Speaking -- STS (Talk About a Scene)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

Source: Internet Image (Public Domain)



SAY Look at the picture. I am going to ask you some questions about it.

SAY 1. What is the girl in the corner doing?

SAY 2. What is on the shelves?

SAY 3. Describe what the girls at the table are doing?

SAY 4. What kind of class is this? -wait for the student's response then ask- **How do you know?**

SAY 5. Describe what is on the whiteboard?

SAY 6. Tell me something else about the picture.

For Talk About a Scene, the student looks at a picture of a familiar scene in a school context. The student then answers six questions about the scene with a single word, a short phrase or longer response. Answers should be correct / relevant and the errors in grammar, pronunciation, or intonation should not impede meaning.

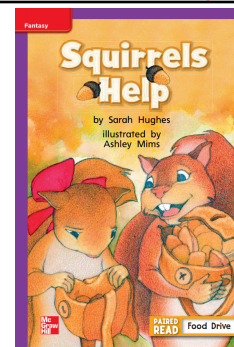
COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY You are going to read a text on your own. I will ask you some questions about what you have read.

For Read a Literary Passage, the student reads literature (i.e., a narrative with dialogue) independently. A picture related to the passage may be included. The student then answers three questions about the passage. The answer choices may be pictures or text. For first grade, the teacher reads the directions, questions and answer choices or if not text, points to the pictures. *However, if it is clear that they can not do so at the time of the practice administration, the teacher may coach or "guide" them through the text, providing strategies for when they are on their own during the formal assessment. During the formal administration of the ELPAC students are given no assistance in reading the text, but are read the question and answer choices.*

The squirrels look for nuts.
The squirrels look all day.
Mama squirrel says, "We want a lot of nuts."
Sue looks into her bag.
Sue says, "I only have three nuts."
Tom says, "My bag can not shut."
Sue is sad. She wants more nuts, too.
Tom asks, "Can we help Sue?"
Dad says, "We can help."
Tom says, "Come here, Sue. This is a good spot."
Sue says, "Thank you."
Sue is at Tom's home.
Sue says, "I am glad Tom helped me."
Sue hangs a note.
The note says, "Thanks!"
Spring is here!
The squirrels look for nuts.
This time, Sue can help!
Sue calls, "Come with me. I will help you get nuts!"

Source: Adapted from Wonders Leveled Readers - Squirrels Help (Unit 2, Week 4 - EL Level)



1. What is the story about?

- a. nuts
- b. helping
- c. spring

2. Why is Sue sad?

- a. Sue cannot find any nuts.
- b. Sue has more nuts than Tom.
- c. Tom has more nuts than Sue.

3. What does Sue give Tom?

- a.
- b.
- c.

Writing -- WDP (Describe a Picture)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY Look at the picture. Write a sentence that tells what is happening in the picture.

For Describe a Picture, students write a brief description of what is happening in a picture. The picture depicts a social or academic activity that can be described using varied vocabulary and sentence structures. A Rubric Score of 3 requires students to write an original sentence(s). The response is appropriate and relevant to the task. The words in the sentences are recognizable. For grade one, the words in the sentence are recognizable without the Test Examiner's transcription. The student uses effective grade-appropriate grammar and word choice. Errors in spelling and punctuation may be present, but they do not interfere with meaning. For grade one, letters may be reversed, backwards, or upside down (for example, b < > d, q < > p, b < > p). The words in the sentence may or may not be appropriately spaced.

Source: Wonders Literature Anthology Volume 2 Nell's Book (Pages 74-75)



COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

UNIT 2: Our Community - What makes a community?

Week 5: Follow the Map / Essential Question - How can you find your way around?

Listening -- LSE (Listen to a Short Exchange)



Source: Wonders Literature Anthology Volume 2 - Kids Can Help (Page 84)

Using the conversation, what will the boys do next?

- A. pick up more trash
- B. trade places
- C. ask the teacher for help

SAY Listen to a conversation between two students helping to clean up their school playground. Listen carefully.

As you read each character's line, point to the picture of the character. Max is the boy with the striped shirt and Jon is the boy with the solid shirt.

SAY Max says "Can we switch sides?"

SAY Jon says, "Yes, we can."

SAY Using the conversation, what will the boys do next?

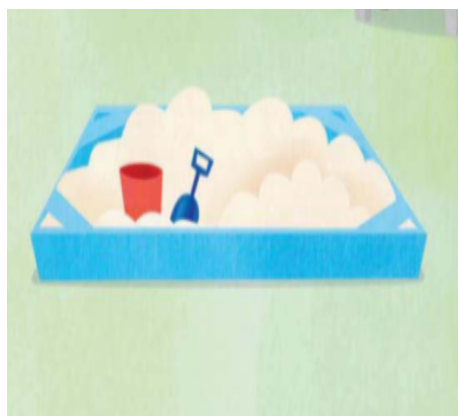
- A. pick up more trash
- B. trade places
- C. ask the teacher for help

For Listening to a Short Exchange (LSE), the teacher reads aloud a short conversation between two speakers in a school context. A picture of the two speakers is included. The student then answers one question about the conversation. The answer choices may be pictures or text. As the teacher reads each character's line, he or she points to the picture of the character. The teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question and/or answer choices when asked.

Speaking -- SSO (State an Opinion)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

PART A.



Source: Wonders ELD My Language Book Grade 1 - Page 79

PART B.



Source: Wonders ELD My Language Book Grade 1 - Page 76

PART A.

SAY I am going to ask you for your opinion.

SAY You are at recess. You have two choices. One, play in the sandbox or two, play on the swings and slide. Which would you choose to do? Would you rather play in the sandbox or play on the swings and slide?

SAY Why do you think (your choice) is better?

PART B.

SAY It is raining outside. Your Dad says he will take you to the library or to look at the pet store or somewhere else. You get to choose between going to the library, going to the pet store or somewhere else? Which would you choose?

SAY Why do you think (your choice) is better?

For Support an Opinion, the student gives an opinion about two activities, events, materials, or objects, and tells why he or she prefers one over the other or provides an option not provided in the question. A picture of two activities, events, materials, or objects is included. The opinion expressed should be supported with a relevant reason. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

Reading -- RIF (Read an Informational Passage)

SAY You are going to read a text on your own. I will ask you some questions about what you have read.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

For Read an Informational Passage, the student reads informational text (i.e., nonfiction) independently. A picture related to the passage may be included. The student then answers three questions about the passage. The answer choices may be pictures or text. For first grade, the teacher reads the directions, questions and answer choices or if not text, points to the pictures. *However, if it is clear that they can not do so at the time of the practice administration, the teacher may coach or "guide" them through the text, providing strategies for when they are on their own during the formal assessment. During the formal administration of the ELPAC students are given no assistance in reading the text, but are read the question and answer choices.*

Maps and Graphs

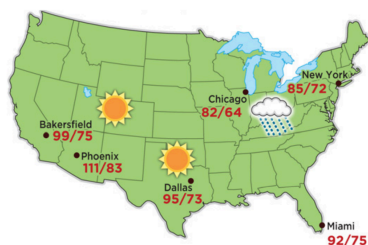
If you want to be a map and graph whiz, you can.
You can look at many maps and graphs.



This map has an X. It can tell you the spot to stop.



This graph can tell you a lot. It can tell which has a big stack.



This map can tell you when the wind will whip around. It can tell you if it is a good day to walk. You can make a map or graph. If you make a map or graph, tell a pal. Maps and graphs are a blast.

1. How can you be a map and graph whiz?

- A. ask a pal
- B. look at many maps
- C. walk in the sun

2. What does an X on a map tell you?

- A. a big stack
- B. the wind will whip around
- C. the spot to stop

3. What symbol on a map tells you it is a good day to walk?



a. b. c.

4. What can a weather graph tell you?

- A. the wind will whip around
- B. the spot to stop
- C. a big or little stack

Source: Adapted from Wonders Decodable Reader - Unit 2 Maps and Graphs (Pg. 74)

Writing -- WST (Write a Story Together with Scaffolding)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY We are going to write a story together. The title of the story is Saturday Game Day
Sweep finger under the title in the Answer Book as you read it aloud.

SAY The first letter is missing from the word "Saturday." Say the word "Saturday." Now write the first letter of the word "Saturday"

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

SAY The first letter is also missing from the word "Game" Say the word "Game." Now write the first letter of the word "Game."

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

SAY The first sentence in the story is: On Saturday, we go to Bell Park.
Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY The second sentence in the story should say: We jog around the pond.
Sweep your finger under the sentence in the Answer Book as you read it aloud.

The word jog is missing from the story. Say the word "jog."

Now write the word, "jog."

Point to the write-on line in the Answer Book.

SAY Now it is your turn to write the end of the story. How should the story end? You can use the Map Key to help you. Write your sentence here.

Point to the write-on line in the Answer Book. Allow the student time to write his or her sentence.

SAY Now, read your writing to me.

Write what the student says below the student's sentence.

For Write a Story Together with Scaffolding, the student works with the teacher to write a short story. A picture related to the story is included, as well as an introductory sentence and an incomplete sentence. The student writes letters, a word, and an original, complete sentence about the story.

Source: Map can be found on pages 90-91 of the Wonders Literature Anthology Volume 2.

aturday ame Day



On Saturday, we go to Bell Park.

We around the pond.

DESIGNATED ELD/ELPAC SPIRALS REVIEW – 1ST GRADE

UNIT 3: Changes Over Time - What can happen over time?

Week 1: What Time Is It? / Essential Question - How do we measure time?

Listening -- LST (Listening to a Story)

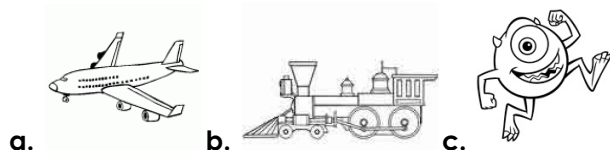


Source: Wonders ELD My Language Book - Page 89

1. What time is it?

- A. in the morning
- B. at noon
- C. at night

2. What goes Rrrrrrr...



3. What kind of story does Dad read?

- a. a book about a robot
- b. a book about trains
- c. a book about the moon

BONUS Question: Follow up # 3 with the question, how do you know?

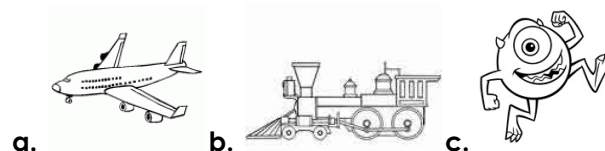
SAY Listen carefully as I read you a story. You will hear the story only once. When I am finished, I will ask you some questions.

SAY

It is getting late, time for Mike to go to sleep. He puts on his pajamas and crawls into bed. Before bed, Mike likes to hear a bedtime story. "Dad, can you read a book to me," says Mike. "What shall I read?" says Dad. "I like stories about trains and planes," says Mike. "Trains go choo, choo," says Mike. "Planes go Rrrrrrr," says Mike. "Here is one." says Dad. "Choo, choo!" says Mike.

- 1. What time is it?
 - A. in the morning
 - B. at noon
 - C. at night

2. What goes Rrrrrrr...



- 3. What kind of story does Dad read?
 - a. a book about a robot
 - b. a book about trains
 - c. a book about the moon

Note: For Listening to a Story, the teacher reads aloud a short, fictional story that contains dialogue. A picture related to the story is included. The student then answers three questions about the story. The answer choices may be pictures or text. The teacher reads the directions, questions and answer choices.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

Speaking -- SRN (Retell a Narrative)



Source: Adapted from Wonders Unit 3, Week 1 Retelling Cards & Leveled Reader: Kate Saves the Day

SAY Look at the pictures.

Pause. Point to each of the pictures.

I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

SAY Kate and her Mommy are in the kitchen. Kate asks Mommy if her party with Amy is today? Mommy says the party is next Monday.

Point to the second picture.

SAY It is Tuesday, Kate and Mommy are picking strawberries. Kate asks if Amy will come today. Mommy says she will come in six days. Kate is sad that she has to wait so long.

Point to the third picture.

SAY Kate asks Mommy what day it is. It is Wednesday. Amy is coming in five days. That night, Mommy gives Kate a calendar. It shows all the days.

Point to the fourth picture.

SAY Kate uses the calendar to cross off the days until the party. Finally, it is the day of the party! Amy comes and they have fun. The party is great!

SAY Now use all the pictures to tell the story back to me.

For Retell a Narrative, the teacher reads a story that goes along with a series of pictures. The student then uses the pictures to retell the story. See 4 Point Rubric for SRN in the ELPAC Practice Test - Grade 1.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

Reading -- RCW (Read and Choose a Word)

SAY Look at the picture. Point to the word that best matches the picture.

For Read and Choose a Word, the student looks at a picture. The student then chooses the word that matches the picture. The teacher points to the picture. For first grade, the teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question, and/or answer choices when asked. TIP: Before reading the answer choices have the student say what they think the picture is and look for the word among the answer choices. Coach students to look at all their answer choices before choosing a word.



- A. lettuce
- B. green
- C. lick



- D. straw
- E. strawberries
- F. slid



- G. could
- H. car
- I. carrots



- J. pan
- K. pear
- L. orange



- M. tomato
- N. potato
- O. ate



- P. apple
- Q. pumpkin
- R. grape

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

Writing -- WIT (Write an Informational Text Together)

SAY Now I am going to tell you some information about the way we tell time. Listen carefully. Then we will write about what we have learned.

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

How do you know what time it is? The numbers on a clock tell you. Analog clocks have faces with hands. The hands point to the numbers. Digital clocks have just numbers. All clocks tell the hour and minute(s). There are 60 minutes in an hour. There are 60 seconds in a minute. Long ago people didn't have clocks. They used the sun to tell time. Tools like sundials helped them tell the hour but they had to guess the minutes. Then people made analog clocks! That is, clocks with faces and hands. It was easier to see the hour and minutes. Today, watches, cell phones and computers help us to always know the time. (Source: Adapted from Wonders Anthology Unit 3 - It's About Time - Pages 24-27)

SAY Let's write about what we've learned. (Sweep your finger under the sentence as you read) - The first sentence is: How do you know what time it is?. (Pause) I have a sentence to add. I will say the sentence and you will write the sentence here. (Point to the first write-on line in the Answer Book). Clocks tell us the time. Repeat the sentence as necessary. Pause for the student to write. Let's read what we have written so far. Sweep your finger under the sentences as you read. How do you know what time it is? Clocks tell us the time.

SAY Now it is your turn to add a sentence. Listen while I **re-read** the information. Listen carefully so you can write your own sentence here. Point to the final write-on line in the Answer Book. Read the text aloud to the student. Point to each picture at the appropriate time while reading the text. **NOTE: Re-read the text in the box above.** When you are finished reading, point to the final write-on line.

SAY Now, write your own sentence here. You can use the words and the pictures to help you write your sentence. Pause for students to write. Do you want to make any changes to your sentence? Pause for the student to make any revisions. If student does not have any revisions or when student completes revisions,

SAY Read your writing to me. Write what the student says below the student's sentence.

For Write an Informational Text Together, the student listens to a short informational text. A picture related to the text is included, as well as an introductory sentence. The student then works with the teacher to write one dictated and one original sentence about the text.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade



analog clock



digital clock

Source: Adapted from Wonders Literature Anthology - Unit 3- It's About Time (pages 24-27)

How do you know what time it is?

1.

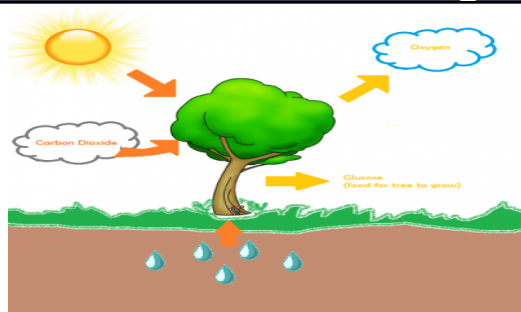
2.

DESIGNATED ELD/ELPAC SPIRALS REVIEW – 1ST GRADE

UNIT 3: Changes Over Time - What can happen over time?

Week 2: Watch It Grow / Essential Question - How do plants change as they grow?

Listening -- LPR (Listen to an Oral Presentation)



1. This passage is about...

- A. the parts of a tree
- B. animal homes
- C. how trees help us

2. Why are trees important?

- a. they give off a dangerous gas
- b. they give us a clean gas to breathe
- c. they make hot days

3. Which shows the part of the tree that takes in and give off gases?



SAY Listen as I tell you about trees. Listen carefully. You will hear the information only once. When I am finished I will ask you some questions.

Did you know that trees are helpers? Trees are plants that clean our air.

There is a gas in the air called *Carbon Dioxide* that can be dangerous to people. Tree leaves take in that gas. The leaves use that gas to make food for the tree. Then the leaves give off a clean gas called *Oxygen*. The clean gas goes into the air for us to breathe.

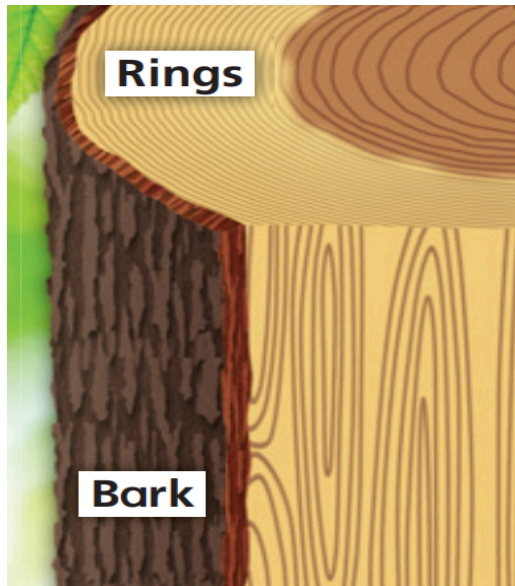
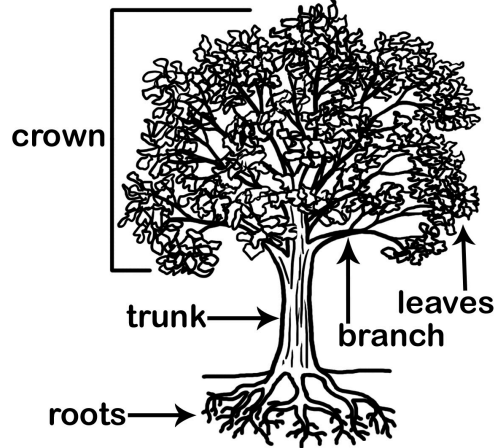
Trees also give us shade on hot days. Trees give us food to eat like apples. Trees give some animals homes like birds. Thank you, trees!

Source: Adapted from Readworks.org - How Trees Help

For Listening to an Oral Presentation, the teacher reads aloud an oral presentation on an academic topic. A picture related to the presentation may be included. The student then answers three questions about the presentation. The answer choices may be pictures or text. For first grade, the teacher reads aloud the directions, oral presentation, questions and answer choices.

Speaking -- SAP (Summarize an Academic Presentation)

Parts of a Tree



SAY I am going to tell you some information about the parts of a tree. Listen carefully. You will hear the information only once. When I am finished, you will tell me about the parts of a tree.

Point to the picture of the parts of a tree and then the tree bark image while reading the respective information.

Trees have many parts - roots, branches, leaves, and the trunk. The leaves and branches are called the crown. The trunk connect the roots on or underground to the branches and leaves overhead. Bark is a protective layer that covers the tree's trunk. A new layer of bark grows each year.

Now, point to the picture of the tree rings.

When a tree is cut, the layers look like rings. There is a ring for each year. Rings show a tree's age. The lighter rings grow in spring and summer. The darker rings grow in fall and winter.

SAY Now it is your turn. Tell me about the parts of a tree. Use the picture to help you.

For Summarize an Academic Presentation, the teacher reads aloud an academic presentation. While listening to the presentation, the student looks at related pictures. The student is then asked to summarize the main points of the presentation. Note that the student will hear the information only once. The teacher will point to the picture or objects at the appropriate time while reading the information. See ELPAC Practice Test - Grade 1 for 4 Point Rubric.

Source: Adapted from Wonders Leveled Reader -A Tree's Life - Inside Trees in the (Unit 3, Week 2 - Beyond); Parts of a Tree Image from Internet (Public Domain); Rings and bark image from the leveled reader.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY Look at the picture. Point to the sentence that matches the picture.

For Read and Choose a Sentence the student looks at a picture. The student then chooses the sentence that matches the picture. The teacher points to the picture. For first grade, the teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question, and/or answer choices when asked. TIP: Before reading the answer choices have the student try to read the sentences or say what they think the picture is about and look for the word(s) among the answer choices.



- A. He will go up the hill.
- B. He will grow tall.
- C. He likes the water.



- D. They walk up the hill together.
- E. They walk down the hill.
- F. They will grow tall.



- G. Where should we go?
- H. The kite will go up.
- I. The bride is pretty.



- J. The pig can eat green grass.
- K. The dog can eat grass.
- L. The pig likes the blue water.



- M. Where is the pink pig?
- N. Where should we go on the map?
- O. Where is the bride?



- P. The pig likes the water.
- Q. The dog walks up the hill.
- R. The dog likes the water.

Source: Adapted from Wonders Your Turn Page 112 (Unit 3, Week 2 - High Frequency Words)

Writing -- WDP (Describe a Picture)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY Look at the picture. Write a sentence that tells what is happening in the picture.

For Describe a Picture, students write a brief description of what is happening in a picture. The picture depicts a social or academic activity that can be described using varied vocabulary and sentence structures. A Rubric Score of 3 requires students to write an original sentence(s). The response is appropriate and relevant to the task. The words in the sentences are recognizable. For grade one, the words in the sentence are recognizable without the Test Examiner's transcription. The student uses effective grade-appropriate grammar and word choice. Errors in spelling and punctuation may be present, but they do not interfere with meaning. For grade one, letters may be reversed, backwards, or upside down (for example, b < > d, q < > p, b < > p). The words in the sentence may or may not be appropriately spaced.

Source: Wonders ELD My Language Book - Page 94



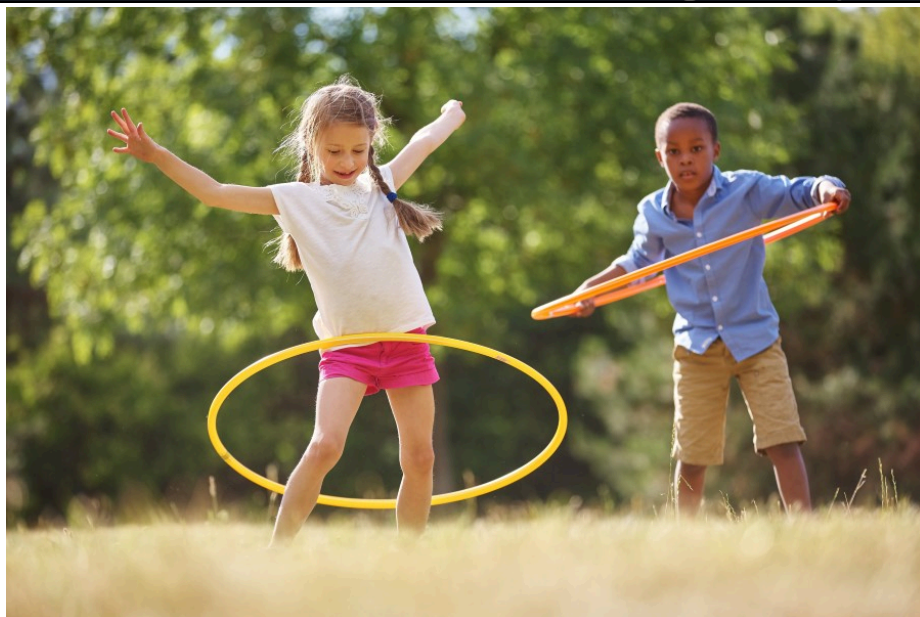
COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

DESIGNATED ELD/ELPAC SPIRALS REVIEW – 1ST GRADE

UNIT 3: Changes Over Time - What can happen over time?

Week 3: Tales Over Time / Essential Question - What is a folktale?

Listening -- LSE (Listen to a Short Exchange)



Source: Internet Image (Public Domain)

What will the girl show the boy how to do?

- A. how to play hopscotch
- B. how to put the recess equipment away
- C. how she keeps the hula hoop going

SAY Listen to a conversation between two students at recess. Listen carefully.

As you read each character's line, point to the picture of the character.

SAY The boy says "Wow, you are really good at hula hooping! Can you show me how to do it."

SAY The girl says, "Yes, watch me!"

SAY What will the girl show the boy?

- A. how to play hopscotch
- B. how to put recess equipment away
- C. how she keeps the hula hoop going

Bonus: Listen to a Short Exchange (No Picture)

SAY Listen to a conversation between two students at recess. Listen carefully.

SAY Later the boy says, "Thank you for teaching me how to hula hoop. I can teach you how to jump rope."
The girl says, "I'd like that."

ASK What does the girl mean when she says, "I'd like that."

For Listening to a Short Exchange (LSE), the teacher reads aloud a short conversation between two speakers in a school context. A picture of the two speakers is included. The student then answers one question about the conversation. The answer choices may be pictures or text. As the teacher reads each character's line, he or she points to the picture of the character. The teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question and/or answer choices when asked.

Speaking -- STS (Talk About a Scene)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

Source: Internet Image (Public Domain)



SAY Look at the picture. I am going to ask you some questions about it.

SAY 1. What is the girl on the bench doing?

SAY 2. What is the boy in the wheelchair holding?

SAY 3. Describe what the children are doing?

SAY 4. What kind of class is this? -wait for the student's response then ask- How do you know?

SAY 5. Describe what is on the chalkboard?
Alternate or Bonus Question: Tell me about the musical instruments that you see.

SAY 6. Tell me something else about the picture.

For Talk About a Scene, the student looks at a picture of a familiar scene in a school context. The student then answers six questions about the scene with a single word, a short phrase or longer response. Answers should be correct / relevant and the errors in grammar, pronunciation, or intonation do not impede meaning.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY Now you are going to read a text on your own. I will ask you some questions about what you have read.

For Read a Short Informational Passage, students read the text on their own then answer three questions. A picture related to the passage may or may not be included. Teacher will read the question and answer choices or if answer choices are not text, point to the pictures. NOTE: You should practice the RSP giving students the opportunity to read it on their own; however, if it is clear that they can not do so at the time of the practice administration, coach or "guide" them through the text, providing strategies for when they are on their own during the formal assessment. During the formal administration of the ELPAC students are given no assistance in reading the text, but are read the question and answer choices.



Long ago, people got water from a well. They made a hole in the ground. They would dig until they found water.

A place where they found water was called a well. People lined the inside of the well with stones. They tied a long rope to a pail. A pail is a type of bucket. They dropped the pail down into the well. The pail filled with water.

People pulled the pail of water up from the well. They carried water into their homes. They used the water for cooking and cleaning.

Source: Readworks.org

Getting Water from a Well - Grade K; 93 words; 350 Lexile Level

1. Long ago, where did people get water?
 - a. at a store
 - b. from the faucet
 - c. a hole in the ground
2. What did people use to line the inside walls of the well?
 - a. sticks
 - b. stones
 - c. hay
3. Long ago, how did people get the water into their homes?
 - a. they carried it in with pails
 - b. they used a hose
 - c. they only used water outside
4. What is another word for a pail?
 - a. rope
 - b. stone
 - c. bucket
5. What did people use the well water for?
 - a. cooking and digging
 - b. cooking and cleaning
 - c. cleaning and swimming

Note: There are two bonus questions as RSP on the ELPAC has only 3 questions.

WST (Write a Story Together with Scaffolding)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY We are going to write a story together. The title of the story is The King and Nice Mice
Sweep finger under the title in the Answer Book as you read it aloud.

SAY The first letter is missing from the word "King." Say the word "King." Now write the first letter of the word "King"

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

SAY The first letter is also missing from the word "Nice." Say the word "Nice." Now write the first letter of the word "Nice."

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

SAY The first sentence in the story is: The lion is stuck in a net.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY The second sentence in the story should say: He is in a rage.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

The word rage is missing from the story. Say the word "rage."

Now write the word, "rage."

Point to the write-on line in the Answer Book.

SAY Now it is your turn to write the end of the story. How should the story end? Write your sentence here. *Point to the write-on line in the Answer Book. Allow the student time to write his or her sentence.*

SAY Now, read your writing to me.

Write what the student says below the student's sentence.

For Write a Story Together with Scaffolding, the student works with the teacher to write a short story. A picture related to the story is included, as well as an introductory sentence and an incomplete sentence. The student writes letters, a word, and an original, complete sentence about the story.

Source: Adapted from Wonders Decodable Books Unit 3 - Changes Over Time - The King and Five Mice

The _____ing and _____ice Mice



The lion is stuck in a net.

He is in a _____.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

DESIGNATED ELD/ELPAC SPIRALS REVIEW – 1ST GRADE

UNIT 3: Changes Over Time - What can happen over time?

Week 4: Now and Then / Essential Question - How is life different than it was long ago?

Listening -- LST (Listen to a Story)



Source: Internet Image (Public Domain)

What does the teacher say the boy has?

- a. a neat pencil
- b. speedy writing
- c. neat handwriting

SAY Listen to a conversation between a teacher and a student Listen carefully.

As you read each character's line, point to the picture of the character.

SAY The teacher says "You have a neat handwriting."

SAY The boy says, "I'm very proud of it. I take my time so I make all the letters correctly."

SAY What does the teacher say the boy has?

- A. a neat pencil
- B. speedy writing
- C. neat handwriting

Bonus: Listen to a Short Exchange (No Picture)

SAY Listen to a conversation as it continues...

SAY The boy says, "When I am finished writing, can I go work on the computer?"

The teacher says, "Yes, as soon as you are finished."

ASK What will the boy do when he is finished?

For Listening to a Short Exchange (LSE), the teacher reads aloud a short conversation between two speakers in a school context. A picture of the two speakers is included. The student then answers one question about the conversation. The answer choices may be pictures or text. As the teacher reads each character's line, he or she points to the picture of the character. The teacher reads the directions, question and answer choices. The teacher can repeat the prompt, question and/or answer choices when asked.

Speaking -- SSO (Support an Opinion)

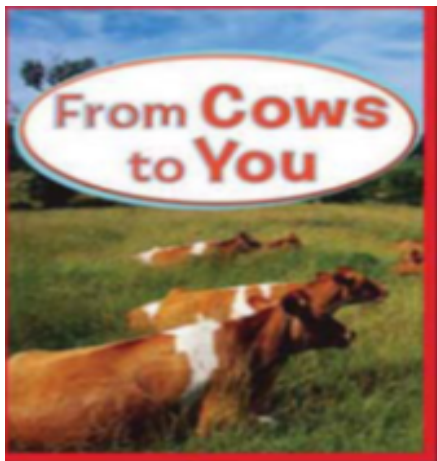
COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

PART A.

Source: Wonders ELD My Language Book Grade 1 - Page 110



PART B.



Source: Wonders Literature Anthology - Volume 3, Units 3 and 5

PART A.

SAY I am going to ask you for your opinion.

SAY You need to clean the floor. You have two choices. One choice is to use a broom, the other choice is to use a vacuum cleaner. Which would you choose to use to clean the floor, a broom or the vacuum cleaner?

SAY Why do you think (your choice) is better?

PART B.

SAY I am going to ask for your opinion (again).

SAY Your class has a choice to read a book. Which book do you choose for your class to read together: a book about **The Gingerbread Man** or a book **From Cows to You**? *Note: Coach the students to use the book covers to decide the reading genre (folktale/literature vs. informational text) and as clues about what their stories are about.*

SAY Why do you think (your choice) is better?

For Support an Opinion, the student gives an opinion about two activities, events, materials, or objects, and tells why he or she prefers one over the other or provides an option not provided in the question. A picture of two activities, events, materials, or objects is included. The opinion expressed should be supported with a relevant reason. Errors in grammar, word choice, pronunciation, or intonation should not impede meaning.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY You are going to read a text on your own. I will ask you some questions about what you have read.

For Read a Literary Passage, the student reads literature (i.e., a narrative with dialogue) independently. A picture related to the passage may be included. The student then answers three questions about the passage. The answer choices may be pictures or text. For first grade, the teacher reads the directions, questions and answer choices or if not text, points to the pictures. *However, if it is clear that they can not do so at the time of the practice administration, the teacher may coach or "guide" them through the text, providing strategies for when they are on their own during the formal assessment. During the formal administration of the ELPAC students are given no assistance in reading the text, but are read the question and answer choices.*

Once upon a time,
there was a girl named Lin-Lin.
She wanted a paint brush.
One day, Lin-Lin wakes up.
She sees a paint brush on her bed.
She asks, "Is it a magic paintbrush?"
Lin-Lin paints an orange.
The orange becomes real!
The paint brush can make pictures real!
People come from far away.
They ask Lin-Lin for help.
A man named Chang takes the paint brush.
He says, "I will be rich and happy."
Chang paints a robe and gold.
They become real!
But Chang is still not happy.
He wants to swim. He jumps into the sea.
Chang cannot swim! The gold is too heavy.
Lin-Lin asks a man in a boat to help.
A wet Chang says, "Take your paint brush."
"I don't need gold. I need a friend like you!"



Source: Wonders Leveled Readers - The Magic Paintbrush (Unit 3, Week 3 - EL Level)

1. **What is the lesson in this story?**
 - a. You will be happy if you are rich.
 - b. Friendship is better than gold.
 - c. It is fun to paint.
2. **How does Lin Lin know the paintbrush is magic?**
 - a. The paint brush paints all by itself.
 - b. The painted orange becomes real.
 - c. Chang tells her the paint brush is real.
3. **What word best describes Lin-Lin?**
 - a. helpful
 - b. magical
 - c. selfish
4. **What word best describes Chang?**
 - a. helpful
 - b. greedy
 - c. happy

Writing -- WIT (Write an Informational Text Together)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY Now I am going to tell you some information about schools long ago compared to schools today. Listen carefully. Then we will write about what we have learned.

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

Schools long ago were different in some ways than schools today. Schools long ago had one room. Boys and girls wrote with chalk. Boys and girls did not have many books. Schools today have many rooms. Boys and girls write with pencils and even type on computers. Boys and girls have a lot of books.

Source: Adapted from WONDERS School Days (paired reader) for EL Leveled Reader Schools Now and Then - Unit 3, Week 4

SAY Let's write about what we've learned. *(Sweep your finger under the sentence as you read)* - **The first sentence is: Long ago schools were different than schools today.** *(Pause)* **I have a sentence to add. I will say the sentence and you will write the sentence here.** *(Point to the first write-on line in the Answer Book).* **Boys and girls wrote with chalk.** *Repeat the sentence as necessary. Pause for the student to write.* **Let's read what we have written so far. Sweep your finger under the sentences as you read. Long ago schools were different than schools today. Boys and girls wrote with chalk.**

SAY Now it is your turn to add a sentence. Listen while I **re-read** the information. Listen carefully so you can write your own sentence here. *Point to the final write-on line in the Answer Book. Read the text aloud to the student. Point to each picture as the appropriate time while reading the text. NOTE: Re-read the text in the box above. When you are finished reading, point to the final write-on line.*

SAY Now, write your own sentence here. You can use the words and the pictures to help you write your sentence. *Pause for students to write. Do you want to make any changes to your sentence? Pause for the student to make any revisions. If student does not have any revisions or when student completes revisions,*

SAY Now, read your writing to me. *Write what the student says below the student's sentence.*

For Write an Informational Text Together, the student listens to a short informational text. A picture related to the text is included, as well as an introductory sentence. The student then works with the teacher to write one dictated and one original sentence about the text.

Schools Long Ago



Schools Today



Long ago, schools were different from schools today.

1.

2.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

DESIGNATED ELD/ELPAC SPIRALS REVIEW –1ST GRADE

UNIT 3: Changes Over Time - What can happen over time?

Week 5: From Farm to Table / Essential Question - How do we get our food?

Listening -- LPR (Listen to an Oral Presentation)

1. This passage is about...

- a. how to grow corn and beans
- b. four ways people found food long ago
- c. getting food long ago was easy and fast

2. Long ago, people search the forest for...

- a. corn and beans
- b. wild nuts and berries
- c. trout and eels

3. Where do most people get food today?

- a. forest
- b. lakes
- c. stores

Bonus Prompt supporting SAP Task Type - summarize an academic presentation: Have students summarize the four ways that people got food long ago.

SAY Listen as I tell you about how people got food long ago. Listen carefully. You will hear the information only once. When I am finished I will ask you some questions.

Long ago, getting food was a lot of work. There were no stores to buy food.

People had four ways to get food. They farmed crops such as corn and beans. They hunted for deer, rabbits, and other animals. They went fishing for food such as trout and eels. They searched in the forest for food that grew wild, such as nuts and berries. Getting food then was not easy.

Today most people can get the food they need at a store. Now getting food is easier and faster.

Source: Adapted from Readworks.org - Finding Food

For Listening to an Oral Presentation, the teacher reads aloud an oral presentation on an academic topic. A picture related to the presentation may be included. The student then answers three questions about the presentation. The answer choices may be pictures or text. For first grade, the teacher reads aloud the directions, oral presentation, questions and answer choices.

Speaking -- SRN (Retell a Narrative)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade



Source: Adapted from Wonders Unit 3, Week 1 Retelling Cards & Leveled Reader: Busy's Watch

SAY Look at the pictures.

Pause. Point to each of the pictures.

I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

SAY Busy is a dog. He has a watch. Busy's watch says it's six o'clock (6:00). Busy tells Kay it is time to get up.

Point to the second picture.

SAY Now it is six-thirty (6:30). Kay is eating breakfast. The paperboy comes. Busy catches the newspaper.

Point to the third picture.

SAY Now it is seven o'clock (7:00). Time for Kay to go to school. She gets on the bus. Busy will be at home alone. While he waits for Kay, Busy will take a nap, chase rabbits, and dig for bones.

Point to the fourth picture.

SAY Kay comes home from school at three o'clock (3:00). Busy is happy to see Kay. Hooray! Now she can play with Busy. They will play fetch in the yard.

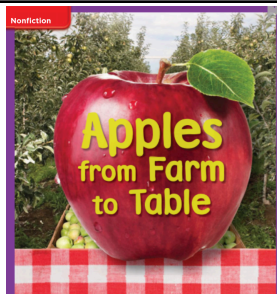
SAY Now use all the pictures to tell the story back to me.

For Retell a Narrative, the teacher reads a story that goes along with a series of pictures. The student then uses the pictures to retell the story. See 4 Point Rubric for SRN in the ELPAC Practice Test - Grade 1.

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY You are going to read a text on your own. I will ask you some questions about what you have read.

For Read an Informational Passage, the student reads informational text (i.e., nonfiction) independently. A picture related to the passage may be included. The student then answers three questions about the passage. The answer choices may be pictures or text. For first grade, the teacher reads the directions, questions and answer choices or if not text, points to the pictures. *However, if it is clear that they can not do so at the time of the practice administration, the teacher may coach or "guide" them through the text, providing strategies for when they are on their own during the formal assessment. During the formal administration of the ELPAC students are given no assistance in reading the text, but are read the question and answer choices.*



Apples are a good snack. They are good for you, too. This is how they go from farm to table.

Look inside an apple. You will find seeds. The seeds can grow into apple trees. Some farmers grow apple trees in orchards. An orchard is the land where the trees grow.

Every spring, flowers grow on apple trees. After the flowers fall off, the apples start to grow. When the apples are ready, the workers pick then put the apples in bins. The apples will get washed and waxed. The wax helps keep the apples fresh.

Next, workers pack the apples in boxes so trucks can take them to the stores.

Source: Adapted from Apples From Farm to Table - Leveled Readers (EL & Approaching) Unit 3, Week 5

SAY

1. What is this text mostly about?

- a. Apples are a *healthy* snack.
- b. How apples get to the store.
- c. Why apples have wax on them.

2. What is an orchard?

- a. seeds inside an apple
- b. a place where apples are washed
- c. land where *fruit* trees grow

3. After the apples are washed, why do apples get waxed?

- a. so they will last longer
- b. because they are dirty
- c. it helps them grow faster

Bonus Prompt supporting SAP - summarize an academic presentation: Have students use the words first, next, then and last to retell how apples go from the farm to the table.

Writing -- WDP (Describe a Picture)

COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

SAY Look at the picture. Write a sentence that tells what is happening in the picture.

For Describe a Picture, students write a brief description of what is happening in a picture. The picture depicts a social or academic activity that can be described using varied vocabulary and sentence structures. A Rubric Score of 3 requires students to write an original sentence(s). The response is appropriate and relevant to the task. The words in the sentences are recognizable. For grade one, the words in the sentence are recognizable without the Test Examiner's transcription. The student uses effective grade-appropriate grammar and word choice. Errors in spelling and punctuation may be present, but they do not interfere with meaning. For grade one, letters may be reversed, backwards, or upside down (for example, b < > d, q < > p, b < > p). The words in the sentence may or may not be appropriately spaced.

Source: Internet Image (Public Domain) - In Wonders, See Literature Anthology - From Cows to You (pages 94-101)



COMPTON UNIFIED SCHOOL DISTRICT ELPAC Curriculum – First Grade

BEGIN UNIT 4