

ELA – Kindergarten - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.K.2 WIDA ELDS: 2 Reading Listening	With prompting and support, retell a familiar story including key details (main characters and setting).		Retell a familiar story including key details in the text by responding to questions and completing a Graphic Organizer .		VU: Retell, characters, setting
					LFC: Question words, verb phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell a familiar story by answering “WH-” questions related to the story using single words or in L1.	Retell a familiar story by answering “WH-” questions using simple phrases and simple sentences or in L1.	Retell a familiar story in complete sentences with general and some specific language related to the story.	Retell a familiar story in detailed sentences using specific and some content-based language as well as complex structures related to the story.	Retell a familiar story in detailed sentences using specific and content-based language as well as complex structures related to the story.
Learning Supports	Graphic Organizer Pictures/Photographs Sentence Frames Word/picture wall L1 Support	Graphic Organizer Pictures/Photographs Sentence Frames Word/picture wall L1 Support	Graphic Organizer Pictures/Photographs Sentence Frames Word/picture wall	Graphic Organizer	

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

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RI.K.2 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, state key details of an informational text.		Orally state key details of an informational text with prompting and support by <i>using a Graphic Organizer</i> .		VU: Key details, state
	<i>Note: When CCSS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</i>				LFC: Question words, verb phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	State key details in L1 and/or answer “Yes/No” questions about the text.	State key details in L1 and/or answer “WH-” questions about the text using simple phrases and/or simple sentences.	State key details in simple, related sentences.	State key details in expanded sentences.	State key details in complex sentences.
Learning Supports	Graphic Organizer Pictures/Photographs Gestures Word/picture wall L1 Support	Graphic Organizer Pictures/Photographs Sentence Frames Word/picture wall L1 Support	Graphic Organizer Pictures/Photographs Word/picture wall	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.K.3 WIDA ELDS: 2 Reading Listening Speaking	With prompting and support, identify the major events in a story.		Orally identify the major events in a story by retelling the beginning, middle, and end <i>using pictures and a Graphic Organizer</i> .		VU: Beginning, middle, end
					LFC: Nouns, adjectives, verb phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally identify the beginning, middle, and end of a story using single words or L1.	Orally identify the beginning, middle, and end of a story using phrases and short sentences or in L1.	Orally identify the B/M/E of a story using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Orally identify the B/M/E of a story using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Orally identify the B/M/E of a story using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Pictures/Photographs Word/picture wall Graphic Organizer L1 Support	Pictures/Photographs Word/picture wall Graphic Organizer L1 Support	Pictures/Photographs Word/picture wall Graphic Organizer	Word/picture wall Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.K.6; RI.L.6 WIDA ELDS: 2 Reading Speaking Listening	With prompting and support, name the author and illustrator and define their roles.		<u>Identify</u> the author and illustrator and their roles with prompting and support by using an Anchor Chart .		VU: Author, illustrator
					LFC: Nouns, verbs, question words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the author and illustrator and their roles in L1 and/or using single words or phrases.	Identify the author and illustrator and their roles in L1 and/or using simple phrases.	Identify the author and illustrator and their roles in simple sentences.	Identify the author and illustrator and their roles in expanded sentences.	Identify the author and illustrator and their roles in complex sentences.
Learning Supports	Anchor Chart L1 Support Teacher Support Prompts	Anchor Chart L1 Support Teacher Support Prompts	Anchor Chart Teacher Support Prompts	Anchor Chart	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.K.7; RI.K.7 WIDA ELDS: 2 Reading Speaking	With prompting and support, describe the connection between the illustration and story/text (e.g., what moment in the story or idea in the text the illustration depicts).		Describe connections between the picture and text <i>using</i> Word/picture wall and Sentence Frames .		VU: Connection, text, illustration
					LFC: Nouns, pronouns, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe connections between the illustration and text in L1 and/or single words.	Describe connections between the illustration and text in L1 and/or in phrases and short sentences.	Describe connections between the illustration and text in simple sentences.	Describe connections between the illustration and text using expanded and some complex sentences.	Describe connections between the illustration and text using multiple, complex sentences.
Learning Supports	L1 Support Pictures/Photographs Word/picture wall Sentence Frames Props	L1 Support Pictures/Photographs Word/picture wall Sentence Frames	Word/picture wall Word Bank Sentence Frames	Sentence Frames	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RI.K.10; RL.K.10 WIDA ELDS: 2 Listening Speaking Reading	Listen and respond with purpose and understanding to literature and informational text in group reading activities.		Orally answer questions for the purpose and understanding of the text that was read by <i>using a Story map</i> .		VU: Answer, purpose, understanding
					LFC: Question words, verb phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer questions about the text in L1 and/or answer yes/no questions.	Answer questions about the text in L1 and/or use simple phrases.	Answer questions about the text in complete sentences.	Answer questions about the text in detailed sentences.	Answer questions about the text in expanded sentences.
Learning Supports	Story map Pictures/Photographs Gestures Word/picture wall L1 Support Choice questions	Story map Pictures/Photographs Sentence Frames Word/picture wall L1 Support	Story map Pictures/Photographs Word/picture wall	Story map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 7: CCSS: RF.K. 1.a WIDA ELDS: 2 Reading Listening	Follow words in print left to right and top to bottom.		<u>Follow oral directions</u> of how to track words from left to right and top to bottom with <u>Teacher Modeling</u> and use of a <u>Reading Tracker</u> .		VU: Track, left, right, top, bottom
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions of how to track words from left to right and top to bottom in L1 and/or using key, single words or phrases.	Follow oral directions of how to track words from left to right and top to bottom in L1 and/or using phrases.	Follow oral directions of how to track words from left to right and top to bottom using simple sentences.	Follow oral directions of how to track words from left to right and top to bottom using some complex sentences.	Follow oral directions of how to track words from left to right and top to bottom using multiple, complex sentences.
Learning Supports	L1 Support Teacher Support Reading Tracker Leveled text	L1 Support Teacher Support Reading Tracker Leveled text	Teacher Support Reading Tracker Leveled text	Reading Tracker Leveled text	Leveled text

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RF.K.2.1 WIDA ELDS: 2 Reading Listening Speaking	Produce three simple rhyming words.		Demonstrate phonemic awareness by producing rhyming words using Pictures/Photographs and anchor charts of word families.		VU: Rhyme
					LFC: Nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate phonemic awareness by independently producing rhyming words in L1 and/or by repeating nursery rhymes, rhyming picture cards; and/or produce missing words from rhymes that match pictures/ photographs.	Demonstrate phonemic awareness by independently producing rhyming words in L1 and/or by and producing missing rhyming words that match pictures/photographs.	Demonstrate phonemic awareness by identifying rhyming words in nursery rhymes.	Demonstrate phonemic awareness by producing rhyming words from known patterns.	Demonstrate phonemic awareness by independently producing rhyming words.
Learning Supports	Graphic Organizer Pictures/Photographs Word/picture wall L1 Support Anchor chart of word families	Graphic Organizer Pictures/Photographs Word/picture wall L1 Support Anchor chart of word families	Graphic Organizer Pictures/Photographs Word/picture wall Anchor chart of word families	Graphic Organizer Word/picture wall Anchor chart of word families	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RF.K.1.b,c WIDA ELDS: 2 Reading Listening	Recognize that print represents the spoken language and words are represented by specific sequences of letters, and separated by spaces.		Follow oral directions to identify word boundaries and the beginning part of a sentence with Teacher Modeling .		VU: Words, frame, sentences
					LFC: Command
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions in L1 and/or oral directions with single words, modeling and Gestures to identify word boundaries.	Follow multiple oral directions in L1 and/or simple oral directions to identify word boundaries.	Follow simple oral directions to identify word boundaries.	Follow two-step oral directions to identify word boundaries.	Follow multiple, oral directions to identify word boundaries.
Learning Supports	L1 Support Teacher Modeling Partner work Leveled text Gestures	L1 Support Teacher Modeling Partner work Leveled text	Teacher Modeling Partner work Leveled text	Partner work Leveled text	Leveled text

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RF.K.2.b WIDA ELDS: 2 Reading Listening Speaking	Count, pronounce, blend, and segment syllables in single-syllable spoken words.		Count number of syllables through spoken language by clapping out sounds <i>following</i> Teacher Modeling .		VU: Syllable, count, clap
					LFC: Nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Count one and two syllable words in L1 and/or in a single familiar word by repeating and clapping out sounds.	Count the syllables in L1 and/or a short phrase by repeating and clapping out sounds.	Count one and two syllable words in simple sentences by clapping syllables.	Count one and two syllable words in short story by clapping words.	Count one and two syllable words in extended discourse by clapping words independently.
Learning Supports	Pictures/Photographs Small group/ triads L1 Support Teacher Modeling	Pictures/Photographs Small group/ triads L1 Support Teacher Modeling	Pictures/Photographs Small group/ triads Teacher Modeling	Pictures/Photographs Small group/ triads	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RF.K.2.c WIDA ELDS: 2 Speaking Reading Listening	Blend and segment onsets and rimes of single-syllable spoken words.		Orally segment and blend onsets and rime in single-syllable words <i>using pictures and a Sound-symbol chart.</i>		VU: Syllable
					LFC: Commands, simple present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally segment sounds in a single syllable familiar word.	Orally segment sounds in a single syllable grade-level word.	Orally produce sounds in a single syllable content- based familiar word.	Orally produce sounds in single syllable content-based familiar words and some nonsense words.	Orally produce sounds in single syllable nonsense words and unfamiliar content-based words.
Learning Supports	Picture/word cards Sound-symbol chart Letter Tiles Teacher Modeling L1 Support	Picture/word cards Sound-symbol chart Letter Tiles L1 Support	Picture/word cards Sound-symbol chart Letter Tiles	Picture/word cards Sound-symbol chart Letter Tiles	Letter Tiles

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RF.K.3.a WIDA ELDS: 2 Speaking Listening Reading	Demonstrate basic knowledge of letter-sound correspondence by producing 15 of the 26 primary letter sounds of the consonants.		Produce consonant sounds <i>using picture/</i> Letter Tiles .		VU: Letters, sound, initial, final
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce consonant sounds in L1 and/or produce consonant sounds of key, high-frequency words in English.	Produce consonant sounds in L1 and/or produce consonant sounds of common, vocabulary words in English.	Produce consonant sounds using key, content-based vocabulary words.	Produce consonant sounds using content-based vocabulary words.	Produce consonant sounds using precise, content-based vocabulary words.
Learning Supports	L1 Support Letter Tiles Picture cards	L1 Support Letter Tiles Picture cards	Letter Tiles Picture cards	Letter Tiles	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: RF.K.3.c WIDA ELDS: 2 Reading	Read high-frequency sight words (e.g., all, no).		Read and identify grade-level high-frequency words in and out of context by identifying and reading them in and out of context <i>using a Word wall</i> .		VU: Sight words
					LFC: Subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and repeat high frequency words by highlighting them in leveled text.	Identify and orally read aloud high frequency words by searching in leveled text.	Identify and orally read aloud high frequency words in leveled text.	Identify and orally read aloud high frequency words in and out of context by reading them in leveled text.	Identify and read high-frequency words in and out of context by identifying and reading them in grade level text.
Learning Supports	Word wall Highlight Pictures/Photographs L1 Support Leveled text	Word wall Pictures/Photographs L1 Support Leveled text	Word wall Pictures/Photographs Leveled text	Word wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: W.K.1 WIDA ELDS: 2 Writing Speaking	Draw and write an opinion piece stating the topic (self- chosen or teacher directed) and an opinion on the topic.		<u>Draw and write/dictate</u> an opinion piece including the topic name by using <i>developmental spelling</i> , Word/picture wall , <i>classroom labels</i> , and/or Teacher Support .		VU: Opinion, topic, write, illustrate
					LFC: Nouns, adjectives, articles
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or use content-related, single words in phrase or memorized patterns that represent key ideas.	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Draw a picture and write/dictate an opinion about a chosen topic using key, content-based vocabulary in simple sentences using repetitive structures that represent multiple, related ideas.	Draw a picture and write/dictate an opinion about a chosen topic using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Draw a picture and write/dictate an opinion about a chosen topic using multiple sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Props Pictures/Photographs Sentence Frames Word/picture wall Native language texts L1 Support	Props Pictures/Photographs Sentence Frames Word/picture wall Native language texts L1 Support	Pictures/Photographs Sentence Frames Word/picture wall	Sentence Frames	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: W.K.2 WIDA ELDS: 2 Writing	Create an informative/explanatory piece that names the topic and supplies information using emergent writing, pictures and dictation.		Draw/write/dictate an informative/explanatory piece using Word/picture wall .		VU: Illustrate, write, dictation
					LFC: Nouns, verbs, pronouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw/write/dictate an informative/explanatory piece in L1 and/or using content-related, single words using phrase and memorized patterns that represent key ideas.	Draw/write/dictate an informative/explanatory piece in L1 and/or using general, content-based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	Draw/write/dictate an informative/explanatory piece using key, content-based vocabulary in simple sentences using repetitive structures that represent multiple, related ideas.	Draw/write/dictate an informative/explanatory piece using key, content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Draw/write/dictate an informative/explanatory piece using precise, content-based vocabulary in multiple, sentences with a variety of grammatical structures.
Learning Supports	Pictures/Photographs Sentence Frames Word/picture wall Native language texts L1 Support	Pictures/Photographs Sentence Frames Word/picture wall Native language texts L1 Support	Pictures/Photographs Sentence Frames Word/picture wall	Sentence Frames	

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SLO: 16 CCSS: W.K.6 WIDA ELDS: 2 Writing	With guidance and support, produce and publish a short narrative using digital tools.		<u>Compose and publish</u> a narrative writing <i>by using</i> Visuals , Technology and Technological Resources , and Teacher Modeling .		VU: Publish, narrative
					LFC: Simple present, adjectives, nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and publish a narrative writing task in L1 and/or in English using pictures, key content-related single words.	Compose and publish a narrative writing task in L1 and/or in English using pictures, phrases and general, content-based vocabulary.	Compose and publish a narrative writing task using simple, related sentences with repetitive structures and key content-based vocabulary.	Compose and publish an organized narrative writing task using expanded sentences and key content-based vocabulary.	Compose and publish a clear and coherent narrative writing task using multiple sentences and content-based vocabulary.
Learning Supports	Teacher Modeling Visuals Word/picture wall L1 Support Small group Technology and Technological Resources	Teacher Modeling Visuals Word/picture wall L1 Support Small group Technology and Technological Resources Sentence Frame	Teacher Modeling Visuals Word wall Small group Technology and Technological Resources	Teacher Modeling Small group Technology and Technological Resources	Technology and Technological Resources

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SLO: 17 CCSS: W.K.7 WIDA ELDS: 2 Writing Listening Speaking Reading	Participate in group writing activity; including shared research (e.g., compare stories written by one author and state an opinion about them).		Write/draw/dictate in a group writing activity using by <i>participating in shared language activities.</i>		VU: Communicate, TPR, participate
					LFC: Nouns, verbs, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in shared language activities in L1 using single words that represent an opinion.	Participate in shared language activities in L1 using phrases and short sentences.	Participate in shared language activities using simple sentences.	Participate in shared language activities using expanded and some complex sentences.	Participate in shared language activities using clear and coherent language using multiple, complex sentences.
Learning Supports	L1 Support Pictures/Photographs TPR Partner work Shared language activities	L1 Support Pictures/Photographs TPR Partner work Shared language activities	Pictures/Photographs TPR Partner work Shared language activities	TPR	

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SLO: 18 CCSS: SL.K.1.a,b; SL.K.2; SL.K.3 WIDA ELDS: 2 Listening Speaking	Engage in five-strand conversation following agreed upon rules for discussion, asking and answering questions about key details and clarification.		<u>Ask and answer questions</u> about key details and clarification in a conversational format <i>using props and Pictures/Photographs</i> .		VU: Ask, answer, conversation
					LFC: Questions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in a conversational format in L1 and/or answer yes/no or either/or questions in English.	Ask and answer questions in a conversational format in L1 and/or use general, content-based vocabulary in phrases and short sentences.	Ask and answer questions in a conversational format using simple sentences that represent multiple, related ideas.	Ask and answer questions in a conversational format using expanded and some complex sentences.	Ask and answer questions in a conversational format using multiple, complex sentences.
Learning Supports	Pictures/Photographs Cue Cards Word/picture wall Native language texts L1 Support Props	Pictures/Photographs Cue Cards Sentence Frames Word/picture wall Native language texts L1 Support	Pictures/Photographs Cue Cards Sentence Frames Word/picture wall	Sentence Frames Cue Cards	

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

ELA – Kindergarten - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: SL.K.4 WIDA ELDS: 2 Speaking Listening	Name and describe familiar people, places, things or events and provide additional detail when prompted with questions.		<u>Describe</u> familiar people, places, and things and provide additional information, when prompted, <i>using</i> Pictures/Photographs , <i>props</i> , and Prompts .		VU: People, places, things
					LFC: Nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using high-frequency, content-related single words.	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using general, content-based vocabulary in phrases and short sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using key, and content-based vocabulary in simple sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using expanded and some complex sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using multiple, complex sentences.
Learning Supports	Props Pictures/Photographs Prompts Word/picture wall L1 Support	Props Pictures/Photographs Prompts Word/picture wall L1 Support	Props Pictures/Photographs Prompts Word/picture wall	Pictures/Photographs Word/picture wall	

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ELA – Kindergarten - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: SL.K.5 WIDA ELDS: 2 Writing Listening Speaking	Create an illustration to add details to a description.		Respond to oral prompts by adding details to descriptions <i>using</i> Pictures/Photographs and Teacher Modeling .		VU: Respond, illustrate, details
					LFC: Adjectives, nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Respond to oral prompts in L1 and/or respond to high-frequency, content related, single words or phrase prompts by adding details to drawings.	Respond to single, oral prompts in L1 and/or respond to phrases and short sentence prompts, by adding details to drawings.	Respond to multiple, oral prompts by adding details to drawings.	Respond to complex, oral prompts by adding details to drawings.	Respond to multiple, oral prompts by adding details to drawings.
Learning Supports	Teacher Modeling Props Pictures/Photographs Word/picture wall L1 Support Leveled text	Teacher Modeling Props Pictures/Photographs Word/picture wall L1 Support Leveled text	Teacher Modeling Props Pictures/Photographs Word/picture wall Leveled text	Pictures/Photographs Word/picture wall Leveled text	Leveled text

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ELA – Kindergarten - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: L.K.1.a WIDA ELDS: 2 Writing Listening	Print 15 upper and lower case letters.		Write printing upper and lower case letters <i>using</i> Letter Tiles and Teacher Modeling .		VU: Print, upper/lower case, letters
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write upper and lower case letters in L1 and/or print specific letters in English.	Write upper and lower case letters in L1 and/or print specific upper and lower case letters in English.	Write upper and lower case letters by using key, content-based vocabulary words.	Write upper and lower case letters by using content-based vocabulary words.	Write upper and lower case letters by using content-based vocabulary words.
Learning Supports	L1 Support Letter Tiles Charts/Posters Teacher Modeling	L1 Support Letter Tiles Charts/Posters Teacher Modeling	Charts/Posters Letter Tiles	Letter Tiles	

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ELA – Kindergarten - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: L.K.1.b,c,e WIDA ELDS: 2 Speaking	Express ideas in shared language activities using frequently occurring nouns, verbs and prepositions, and regularly formed plural nouns (e.g. dog, dogs).		<u>Communicate</u> using frequently occurring nouns, verbs, and prepositions and regularly formed plural nouns using <i>prompts</i> and Word/Picture Wall .		VU: Express, plural
					LFC: Nouns, verbs, prepositions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in shared language activities using nouns, verbs, prepositions and regularly formed plurals in L1 and/or using single words or phrases.	Participate in shared language activities using nouns, verbs, prepositions and regularly formed plurals in L1 and/or in phrases and short sentences.	Communicate using nouns, verbs, prepositions and regularly formed plurals in simple, related sentences.	Communicate using nouns, verbs, prepositions and regularly formed plurals in expanded and some complex sentences.	Communicate clearly and coherently using nouns, verbs, prepositions and regularly formed plurals in multiple, complex sentences.
Learning Supports	L1 Support Pictures/Photographs TPR Charts/Posters Songs/Chants Partner work	L1 Support Pictures/Photographs TPR Charts/Posters Songs/Chants Partner work	Pictures/Photographs TPR Songs/Chants Partner work	TPR Songs/Chants	

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ELA – Kindergarten - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: L.K.1.d WIDA ELDS: 2 Speaking Listening	Use question words, (e.g., who, what, when, why and how) in meaningful context when speaking.		Ask WH- questions by <i>interviewing peers using a Graphic Organizer</i> .		VU: Ask, questions, interview
					LFC: Question words, verb phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask WH- questions in L1 and/or using general, content-related, single words using phrase patterns.	Ask WH- questions in L1 and/or using general, content-based vocabulary in phrases and short sentences.	Ask WH- questions using key, content-based vocabulary in simple sentences.	Ask WH- questions using key, content-based vocabulary in expanded and some complex sentences.	Ask WH- questions using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports	Props Gestures Pictures/Photographs Word/picture wall Sentence Frames L1 Support Graphic Organizer	Props Gestures Pictures/Photographs Word/picture wall Sentence Frames L1 Support Graphic Organizer	Pictures/Photographs Word/picture wall Sentence Frames Graphic Organizer	Sentence Frames Graphic Organizer	

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ELA – Kindergarten - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: L.K.5.a WIDA ELDS: 2 Reading Listening	With guidance and support, sort words into basic categories (e.g., colors, shapes).		Follow oral directions to sort words into categories using Teacher Modeling and Partner work .		VU: Category, sort, classify
					LFC: Commands, adjectives of color, size and quantity
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions, , to classify words into categories in L1 and/or follow simple oral directions of single words or Gestures .	Follow to classify words into categories in L1 and/or follow simple oral phrasal directions.	Follow simple oral directions, which have repetitive grammatical structures, to classify words into categories.	Follow complex, oral directions, which have a variety of grammatical structures, to classify words into categories.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify words into categories.
Learning Supports	Teacher Modeling L1 Support Pictures/Photographs Partner work	Teacher Modeling L1 Support Pictures/Photographs Partner work	Teacher Modeling Pictures/Photographs Partner work	Partner work	

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ELA – Kindergarten - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: L.K.5.c WIDA ELDS: 2 Speaking	With guidance and support, identify real-life connections between words and their use (note places that are colorful).		<u>Describe</u> nouns with adjectives using Word/Picture Wall .		VU: Describe
					LFC: Noun-adjective placement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe nouns with adjectives in L1 and/or high-frequency nouns with adjectives in memorized phrases and short sentences.	Describe nouns with adjectives in L1 and/or general nouns in phrases and short sentences with formulaic structures.	Describe nouns with adjectives using key vocabulary in simple sentences with repetitive grammatical structures.	Describe nouns with adjectives using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Describe nouns with adjectives using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher Modeling Word/Picture Wall Chart on adjective/noun placement L1 Support	Teacher Modeling Word/Picture Wall Chart on adjective/noun placement L1 Support	Word/Picture Wall Chart on adjective/noun placement		

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ELA – Kindergarten - Unit 3 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: L.K.6 WIDA ELDS: 1, 2 Speaking Listening reading	Use vocabulary acquired through responding to texts.		Respond to a text using words and phrases acquired through reading <i>using</i> Visuals and <i>realia</i> .		VU: Vocabulary, respond
					LFC: Nouns, verbs, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Respond to a text in L1 and/or using high-frequency, content related vocabulary.	Respond to a text in L1 and/or using general, content-based vocabulary in common phrases and short sentences	Respond to a text using key, content-based vocabulary words and phrases acquired through reading in simple sentences.	Respond to a text using content-based vocabulary words and phrases acquired through reading in expanded and some complex sentences.	Respond to a text using precise, content-based vocabulary words and phrases acquired through reading in multiple, complex sentences.
Learning Supports	Visuals Realia L1 Support Gestures	Visuals Realia L1 Support Sentence Frames	Visuals Realia	Visuals	

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