

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.K.4 WIDA ELDS: 1,2 Reading Listening Speaking	Ask and answer questions to learn about unfamiliar words in literature texts.		Ask and answer questions for clarification of unknown words in a text, read aloud or independently, <i>using a guiding questions checklist.</i>		VU: Ask, answer, clarify, checklist
					LFC: Interrogatives, nouns, verbs, sentences with context clues added
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about the meaning of content-based words in L1 and/or answer Choice questions about high-frequency, unknown words in a leveled text using single words and short phrases.	Ask and answer questions about the meaning of content-based words in L1 and/or answer questions about key words in a leveled text using pictures, phrases and short sentences.	Ask and answer questions about the meaning of key, words in a leveled text using simple, related sentences.	Ask and answer questions about the meaning of key, unknown words in a grade-level text using expanded and some complex sentences.	Ask and answer questions about the meaning of unknown words in a grade-level text using multiple, complex sentences.
Learning Supports	Pictures/Photographs Word/Picture Wall L1 Support Choice questions Checklist for guiding questions	Pictures/Photographs Word/Picture Wall L1 Support Checklist for guiding questions	Pictures/Photographs Word/Picture Wall Checklist for guiding questions	Checklist for guiding questions	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RI.K.4 WIDA ELDS: 1 -5 Reading Listening Speaking	With prompting and support, ask and answer questions to learn about unfamiliar words in informational texts.		<u>Ask and answer questions</u> about unfamiliar words in text, read aloud or independently, by <i>using pictures, photographs and Gestures</i> .		VU: Ask, answer
	<i>Note: When CCSS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. However, teachers should only cite the specific content used.</i>				LFC: Subject verb agreement, declarative and interrogative sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about the meaning of content-based words in L1 and/or answer Choice questions about high-frequency, unknown words in a leveled text using single words and short phrases.	Ask and answer questions about the meaning of content-based words in L1 and/or answer questions about key words in a leveled text using pictures, phrases and short sentences.	Ask and answer questions about the meaning of key, words in a leveled text using simple, related sentences.	Ask and answer questions about the meaning of key, unknown words in a grade-level text using expanded and some complex sentences.	Ask and answer questions about the meaning of unknown words in a grade-level text using multiple, complex sentences.
Learning Supports	Pictures/Photographs Word/Picture Wall L1 Support Gestures	Pictures/Photographs Word/Picture Wall L1 Support	Pictures/Photographs Word/Picture Wall	Pictures/Photographs	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RI.K.8 WIDA ELDS: 1-5 Reading Listening Speaking	With prompting and support, state reasons an author gives to support points in a text.		Describe the reasons the author gives to support his point of view <i>using a</i> Graphic Organizers .		VU: Describe, Graphic Organizers , support
					LFC: Present progressive text, adverbs, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe the reasons the author gives to support his point of view in L1 and/or using high-frequency, single words in phrases.	Describe the reasons the author gives to support his point of view using L1 and/or using key vocabulary in phrases or short sentences.	Describe the reasons the author gives to support his point of view by using key vocabulary in simple, related sentences.	Describe the reasons the author gives to support his point of view producing key vocabulary in expanded and some complex sentences.	Describe the reasons the author gives to support his point of view using precise, vocabulary in multiple, complex sentences.
Learning Supports	L1 text and/or support Partner work Visuals Graphic Organizers	L1 text and/or support Partner work Visuals Graphic Organizers	Small group/ triads Visuals Graphic Organizers	Small group/ triads	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.K.9 WIDA ELDS: 1,2 Reading Listening Speaking Writing	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, utilizing pictures clues or other story props.		<u>Compare and contrast</u> the adventures and experiences of characters in stories <i>using pictures to complete a Venn Diagram</i> .		VU: Character, adventure, experiences, compare, contrast
					LFC: Comparative and superlative adjectives; sentences with conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the adventures and experiences of characters in stories with pictures using L1 and/or using single words.	Compare and contrast the adventures and experiences of characters in leveled stories with pictures using L1 and/or using phrases and short sentences.	Compare and contrast the adventures and experiences of characters in leveled stories with pictures using key vocabulary in simple, related sentences.	Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in expanded and some complex sentences.	Compare and contrast the adventures and experiences of characters in stories using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram L1 Support Partner work Choice questions Pictures and Photographs Gestures	Venn Diagram L1 Support Partner work Pictures and Photographs Sentence Frame	Venn Diagram Partner work Pictures and Photographs	Venn Diagram Partner work Pictures	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RF.K.2.c WIDA ELDS: 1,2 Speaking Reading Listening	Blend and segment onsets and rimes of single-syllable spoken words.		Demonstrate <u>phonemic awareness</u> of rhyming words through spoken language <i>using</i> Pictures and Photographs		VU: Rhyme, word family
					LFC: Nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize and produce rhyming words in L1, if applicable, and/or by repeating nursery rhymes and rhyming picture cards.	Recognize and produce rhyming words in L, if applicable, and/or by reciting nursery rhymes.	Recognize and produce known rhyming words from nursery rhymes.	Recognize and produce known rhyming words.	Recognize and produce unknown rhyming words.
Learning Supports	Pictures and Photographs L1 Support Chart of rhyming words	Pictures and Photographs L1 Support Chart of rhyming words	Pictures and Photographs Chart of rhyming words	Pictures and Photographs Chart of rhyming words	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RF.K.4 WIDA ELDS: 1,2 Reading Writing Speaking	Read emergent reader texts with purpose and understanding.		Read with purpose and demonstrate comprehension of text by using Graphic Organizers .		VU: Purpose, comprehension, understanding
					LFC: Simple and compound sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read with purpose and demonstrate comprehension in L1 and/or read an emergent reader and state or repeat the purpose and demonstrate comprehension.	Read with purpose and demonstrate comprehension in L1 and/or read an emergent reader and state the purpose and demonstrate comprehension.	Read emergent reader texts with purpose and demonstrate comprehension in simple sentences.	Read with purpose and demonstrate comprehension of an emergent reader in expanded and some complex sentences.	Orally explain the purpose and demonstrate comprehension of an emergent reader in multiple, complex sentences.
Learning Supports	Illustrated, leveled texts L1 text and/or support Choice questions Graphic Organizers Word/Picture Wall	Illustrated, leveled texts L1 text and/or support Sentence Frame Graphic Organizers Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: W.K.5 WIDA ELDS: 2 Writing Listening Speaking	With guidance and support, add details to strengthen writing (e.g., adding the names of characters to a story) in response to questions and suggestions from peers.		Add details to writing after <u>exchanging</u> ideas by using <u>Visuals</u> , <u>Graphic Organizers</u> and suggestions from peers.		VU: detail, edit, revise
					LFC: Simple present tense, past tense, adjectives, adverbs, punctuation marks.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Add details to writing after exchanging ideas with peers in L1 and/or answer wh – questions in English and add one-word or picture details to writing.	Add details to writing after exchanging ideas with peers in L1 and/or using key vocabulary in short phrases to add one or two-word details.	Add details to writing after exchanging ideas with peers using key vocabulary in simple, related sentences.	Add details to writing after exchanging ideas with peers using key vocabulary in expanded and some complex sentences.	Add details to writing after exchanging ideas with peers using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Teacher Support L1 Support Visuals Graphic Organizers	Word/Picture Wall Teacher Support L1 Support Visuals Graphic Organizers Sentence Frame	Word Wall Peer support Graphic Organizers	Peer support Graphic Organizers	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: W.K.8 WIDA ELDS: 1,2 Speaking Writing Listening	With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., magazines, websites) to answer a question.		Recall information from experiences to answer questions using a model and a Graphic Organizers .		VU: Recall, experience, source
					LFC: Conjunctions, transitions, past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recall an event to answer questions in L1 and/or answer yes/no questions by using illustrations or single words.	Recall an event and answer questions in L1 and/or use illustrations and phrases to complete Sentence Frames .	Recall an event and answer questions using key vocabulary in simple, related sentences.	Recall a well-elaborated event and answer questions using key vocabulary in expanded and some complex sentences.	Recall a well-elaborated event and answer questions using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Word/Picture Wall L1 Support Visuals	Graphic Organizers Word/Picture Wall L1 Support Visuals	Graphic Organizers Word Wall Visuals	Graphic Organizers Word Wall	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: LK 1.f WIDA ELDS: 1,2 Listening Speaking Writing	Produce and expand complete sentences in shared language activities.		<i>Communicate</i> using complete sentences by <i>participating in shared language activities</i> .		VU: Express
					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 in L1 and/or using high-frequency single words in key phrase patterns.	Participate in shared language activities in L1 and/or using pictures and key vocabulary in phrases and short sentences.	Participate in shared language activities expressing related ideas using key vocabulary in multiple, simple sentences.	Participate in shared language activities expressing organized ideas using key vocabulary in multiple, complex sentences.	Participate in shared language activities expressing clear and coherent ideas using precise, vocabulary in multiple, complex sentences.
Learning Supports	L1 Support Pictures and Photographs TPR Choral Reading Songs/Chants Partner work	L1 Support Pictures and Photographs TPR Choral Reading Songs/Chants Partner work	Pictures and Photographs TPR Songs/Chants Partner work	TPR Songs/Chants	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: L.K.4.a WIDA ELDS: 1,2 Listening Speaking Reading Writing	Identify new meanings for familiar words (e.g., knowing <i>fly</i> is a bug and learning <i>flies</i> is something an airplane does) and apply them accurately.		Identify new meanings of words with guidance and support by <i>relating real-life objects to the familiar word.</i>		VU: Meaning, relate
					LFC: Simple sentences, verbs, nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify everyday familiar words and objects with new, varied meanings in L1 and/or by using Gestures , pictures or single word in English.	Identify everyday familiar words and objects with new, varied meanings using L1 and/or using Gestures , pictures, and phrases in English.	Identify everyday familiar words and objects with new, varied meanings using pictures and simple, related sentences.	Identify everyday familiar words and objects with varied meanings using expanded and some complex sentences.	Identify everyday familiar words and objects with varied meanings using multiple, complex sentences.
Learning Supports	Manipulatives Pictures and Photographs Word/Picture Wall L1 Support Gestures	Manipulatives Pictures and Photographs Word/Picture Wall L1 Support	Manipulatives Pictures and Photographs Word Wall	Manipulatives Word Wall	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: L.K.5.b WIDA ELDS: 1,2 Reading Writing Listening Speaking	With guidance and support, identify the meaning of frequently occurring verbs (e.g., walk) and adjectives (e.g., big) and relate them to their antonyms (e.g., walk-run; big-small).		<u>Make connections</u> between frequently occurring verbs and adjectives to their antonym by <i>using TPR and shared language activities</i> .		VU: Connections, opposite
					LFC: Verbs, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Make connections between frequently occurring verbs and adjectives to their antonyms in L1 and/or using pictures and single words in phrase patterns.	Make connections between frequently occurring verbs and adjectives to their antonyms in L1 and/or using pictures and phrases or short sentences that represent a word and its opposite.	Make connections between frequently occurring verbs and adjectives to their antonyms using multiple, simple sentences.	Make connections between frequently occurring verbs and adjectives to their antonyms using expanded and some complex sentences.	Make connections between frequently occurring verbs and adjectives to their antonyms using multiple, complex sentences.
Learning Supports	L1 Support Pictures and Photographs TPR Choral Reading Songs/Chants Partner work	L1 Support Pictures and Photographs TPR Choral Reading Songs/Chants Partner work	Pictures and Photographs TPR Songs/Chants Partner work	TPR Songs/Chants	

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.

ELA – Kindergarten - Unit 4 - ELL Scaffold

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 and texts that students will use. Emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering, so Turn and Talk, Think/Pair/Share and [Small group/ triads](#) activities are effective strategies that build academic language. In addition, ELLs benefit from using dictionaries (picture, bilingual, English, personal) across all levels of proficiency.