

## Grade K ELA Curricular Frameworks with ELL Scaffolds

### Kindergarten Unit 1

#### Unit 1: RL.K.1, RI.K.1, and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</li>   <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</li>   <li>• WIDA ELD 3, 4 or 5 depending on context               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask and prompt who, what where, when, why and how regarding details of a text.</li> <li>• Answer when prompted and use key details from the text.</li> <li>• Ask and answer questions about key details when prompting with who, what, where, when, why and how.</li> <li>• Determine what key details are in a text.</li> <li>• Understand what key details are.</li> <li>• Ask and answer questions about key details, with support.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Details, text</li> <li>• <b>LFC:</b> Question words, verb phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.1 and RI.K.1)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Answer “Yes/No” questions about the text with single words, phrases, or chunks of language in L1.	Answer “WH-” questions about the text using simple phrases and simple sentences with general language related to topic or content areas.	Answer questions in complete sentences with general and some specific language of topic or content area.	Answer questions in detailed sentences using specific and some content-based language as well as complex structures related to the topic or content areas.	Answer questions in detailed sentences using specific and content based language as well as complex structures related to the topic or content areas. Use a variety of sentence lengths and types.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> </ul>	<ul style="list-style-type: none"> <li>• none</li> </ul>

## Kindergarten Unit 1

### Unit 1: RL.K.3 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</li><li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Reading</li><li>○ Speaking</li></ul></li></ul>		<ul style="list-style-type: none"><li>• Provide a description of characters in a story using key details.</li><li>• Provide a description of the setting of a story using key details.</li><li>• Provide a description of the major events in a story using key details.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Character, setting, person, places</li><li>• <b>LFC:</b> Nouns</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Identify and describe the main characters and setting of a story in L1 and/or using single words, simple phrases in English.	Identify and describe the main characters and setting of a story in L1 and/or, using simple phrases and simple sentences in English with general vocabulary related to the story.	Identify and describe the main characters and setting of a story using simple sentences with general and some specific vocabulary related to the story.	Identify and describe the main characters and setting of a story using detailed sentences of varied lengths with specific and some technical vocabulary related to the story.	Identify and describe the main characters and setting of a story using complete, detailed sentences of varied lengths and types, using specialized vocabulary related to the story.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Native Language Text</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Native Language Text</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story Map</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: RL.K.5, RI.K.5, and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.K.5. Identify the front cover, back cover, and title page of a book.</li> <li>• WIDA ELD 3, 4 or 5 depending on context               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>R.L.K.5</p> <ul style="list-style-type: none"> <li>• Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text).</li> </ul> <p>RI.K.5:</p> <ul style="list-style-type: none"> <li>• Identify the main print concepts/features of a book (e.g., front cover, back cover, title.).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Front, back, cover, title, page</li> <li>• <b>LFC:</b> Comprehension of questions</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.5 and RI.K.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to directions in L1 and/or one word directions; e.g., “front”	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to directions in L1 and/or directions given in phrases; e.g., “front of book”	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to the directions given in complete sentences; e.g., “Show me the front of the book”	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to the directions given in complete sentences; e.g., “Show me the front of the book”	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to the directions given in complete sentences; e.g., “Show me the front of the book”
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Text type and Book Parts <a href="#">Poster</a></li> <li>• <a href="#">Native Language Text</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Text type and Book Parts <a href="#">Poster</a></li> <li>• <a href="#">Native Language Text</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Text type and Book Parts <a href="#">Poster</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: RL.K.6 and WIDA Standards

Reading Literature and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Reading</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Identify the author and illustrator of a story.</li><li>• Explain the role of the author and illustrator in creating the text.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Author, illustrator</li><li>• <b>LFC:</b> Nouns, verbs, question words</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Anchor Chart</a></li> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Prompts</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Anchor Chart</a></li> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Prompts</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Anchor Chart</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Prompts</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Anchor Chart</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Kindergarten Unit 1

### Unit 1: RL.K.7 and WIDA Standards

Reading Literature and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li><li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Reading</li><li>○ Speaking</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Identify key illustrations of a story.</li><li>• Make clear the relationship between the illustrations and the story or text.</li><li>• Describe how the illustrations explain the story or text, with support.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Relationship, text, illustration</li><li>• <b>LFC:</b> Nouns, pronouns, adjectives</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.7)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Describe relationship between the illustration and text in L1 and/or single words.	Describe relationship between the illustration and text in L1 and/or in phrases and short sentences.	Describe relationship between the illustration and text in simple sentences.	Describe relationship between the illustration and text using expanded and some complex sentences.	Describe relationship between the illustration and text using multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• Props</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Pictures/Photographs</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Word Bank</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: RL.K.10 and RI.K.10 and WIDA Standards

Reading Literature and WIDA Standards	Reading Informational Text and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RL.K.10. Actively engage in group reading activities with purpose and understanding.</li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Listening</li> <li>○ Speaking</li> <li>○ Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.K.10. Actively engage in group reading activities with purpose and understanding.</li> <li>• WIDA ELD 3,4, or 5 depending on context               <ul style="list-style-type: none"> <li>○ Listening</li> <li>○ Speaking</li> <li>○ Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in group reading activities.</li> <li>• Articulate the purpose of the group reading activities.</li> <li>• Model and develop engaging reading habits that lead to reading texts independently.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> purpose, understanding and answer</li> <li>• <b>LFC:</b> Question words, verb phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.10 and RI.K.10)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story map</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Choice questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story map</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 Support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story map</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word/picture wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Story map</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: RF.K.1.A and RF.K.1.D and WIDA Standards

Reading Foundations and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• RF.K.1. Demonstrate understanding of the organization and basic features of print.<ul style="list-style-type: none"><li>○ RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</li><li>○ RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</li></ul></li> <li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Listening</li><li>○ Speaking</li><li>○ Reading</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Understand basic print features – Books have a correct position – Print has specific directionality – Print has meaning and is made up of letters.</li><li>• Track text left to right, top to bottom and page by page.</li><li>• Name all uppercase and lowercase letters</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Trace, left, right, top, bottom, uppercase, lowercase</li><li>• <b>LFC:</b> Commands</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.1.A and RF.K.1.D)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	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.
	Name and identify all upper and lowercase letters of the alphabet in L1 and/or after listening to single word oral directions.	Name and identify all upper and lowercase letters of the alphabet in L1 and/or after listening to short phrase oral directions.	Name and identify all upper and lowercase letters of the alphabet after listening to oral directions.	Name and identify all upper and lowercase letters of the alphabet after listening to oral directions with expanded and some complex directions.	Identify and name all upper and lowercase letters of the alphabet after listening to oral directions with multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Reading Tracker</a></li> <li>• Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Reading Tracker</a></li> <li>• Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">Reading Tracker</a></li> <li>• Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Reading Tracker</a></li> <li>• Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>• Leveled text</li> </ul>
	<ul style="list-style-type: none"> <li>• L1 support Letter cards</li> </ul>	<ul style="list-style-type: none"> <li>• L1 support Letter cards</li> </ul>	<ul style="list-style-type: none"> <li>• Letter cards</li> </ul>	<ul style="list-style-type: none"> <li>• Letter cards</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: RF.K.2.A and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<ul style="list-style-type: none"><li>○ RF.K.2.A. Recognize and produce rhyming words.</li></ul></li> <li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Listening</li><li>○ Speaking</li><li>○ Reading</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Recognize the differences in syllables, sounds and phonemes (cat, bat, fat).</li><li>• Identify and produce rhyming words.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Rhyme</li><li>• <b>LFC:</b> Nouns</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.2.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 Support</a></li> <li>• Anchor chart of word families</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 Support</a></li> <li>• Anchor chart of word families</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• Anchor chart of word families</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• Anchor chart of word families</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Kindergarten Unit 1

### Unit 1: RF.K.4.A and RF.K.4.B and WIDA Standards

Reading Foundation and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.<ul style="list-style-type: none"><li>○ RF.K.4.A. Read emergent-readers with purpose and understanding.</li><li>○ RF.K.4.B. Read grade level text for purpose and understanding.</li></ul></li> <li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Reading</li><li>○ Speaking</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.</li><li>• Demonstrate the ability to use meaning, visuals, and structure to read on-level text fluently with understanding.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Purpose and understanding</li><li>• <b>LFC:</b> Simple and compound sentences</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.4.A and RF.K.4.B)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Read with purpose and demonstrate comprehension in L1 and/or read an emergent reader and state or repeat the purpose using single words.	Read with purpose and demonstrate comprehension in L1 and/or read an emergent reader and comprehension using pictures and selected vocabulary in key phrases.	Read with purpose and demonstrate comprehension of an emergent reader using key vocabulary in a series of simple, related sentences.	Read with purpose and demonstrate comprehension of an emergent/grade level reader using key vocabulary in expanded and some complex sentences.	Read with purpose and demonstrate comprehension of an emergent/ grade level reader using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Illustrated texts</li> <li>• L1 text and/or support</li> <li>• Choice questions</li> <li>• Graphic Organizers</li> <li>• Word/Picture Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrated texts L1 text and/or support</li> <li>• Sentence Frame</li> <li>• Graphic Organizers</li> <li>• Word/Picture Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Frame</li> <li>• Graphic Organizers</li> <li>• Word Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: W.K.2 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li><li>• WIDA ELD 1, 2, 3, 4, 5 depending on topic<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Draw, tell, and write about topics that are well known.</li><li>• Name what is being written about</li><li>• Supply additional information about the topic.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Illustrate, write, dictation</li><li>• <b>LFC:</b> Nouns, verbs, pronouns</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.K.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Native language texts</a></li> <li>• <a href="#">L1 Support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Native language texts</a></li> <li>• <a href="#">L1 Support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Word/picture wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: W.K.3 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li><li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Tell, draw and write a story about something that happened.</li><li>• Show what happens first.</li><li>• Put the pages in order.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Illustrate, write, beginning, middle, end, reaction</li><li>• <b>LFC:</b> Nouns, verbs, pronouns</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.K.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Write the beginning, middle, and end of an event and a reaction in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.	Write the beginning, middle, and end of an event and a reaction in L1 using phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Write the beginning, middle, and end of an event and a reaction in using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write the beginning, middle, and event of an event and a reaction using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write the beginning, middle, and end of an event and a reaction using clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 text</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 text</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Word/picture wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Graphic Organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: W.K.5 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</li><li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Add details to written stories.</li><li>• Turn and talk to reflect on writing.</li><li>• Use writing partners and teacher conferences to strengthen writing.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Share, detail, edit, revise</li><li>• <b>LFC:</b> Simple present, adjectives, nouns</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards W.K.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Revise writing by exchanging ideas about a topic by responding in L1 and/or to wh – questions in English and add one-word or picture details to writing.	Revise writing by exchanging ideas about a topic by responding in L1 and/or in short phrases to add one or two word details to writing.	Revised writing by exchanging ideas by speaking in simple sentences in order to add details about a topic.	Revised writing by exchanging ideas by speaking in complete sentences in order to add details about a topic.	Revise writing by exchanging ideas by speaking in complex sentences in order to add details about a topic.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Teacher Support</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Peer support</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Kindergarten Unit 1

### Unit 1: SL.K.1, SL.K.1.A and WIDA Standards

Speaking/Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.               <ul style="list-style-type: none"> <li>○ SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> </ul> </li> <li>• WIDA ELD 1 and 2               <ul style="list-style-type: none"> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a variety of rich structured conversations about grade appropriate topics and texts.</li> <li>• Follow agreed upon rules for listening to others and taking turns speaking about topics and texts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Questions, answers</li> <li>• <b>LFC:</b> Asking and telling sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.K.1 and SL.K.1.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Discuss a topic in L1 and/or answer questions yes/no or either/or questions and repeat simple memorized phrases and sentences in English.	Discuss a topic in L1 and/or answer questions in short phrases with general vocabulary words related to the topic in English.	Answer explicit questions and make a short conversation, using simple sentences with general and some specific language. Produce statements and ask questions with visual and interactive support.	Discuss a topic in conversational format in complete sentences using specific and some content-based language related to the topic. Produce statements and ask questions with props.	Discuss a topic in extended conversations in detailed sentences using content-based language related to the topic. Produce statements and ask questions with props.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Native Language Discussion</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Native Language Text</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Native Language Discussion</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Native Language Text</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Native Language Discussion</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Native Language Discussion</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Manipulatives</a></li> </ul>

## Kindergarten Unit 1

### Unit 1: SL.K.2 and WIDA Standards

Speaking/Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Ask and answer questions about a text read aloud or information through other media to better student understanding.</li><li>• Practice asking questions for clarification.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Check understanding, details</li><li>• <b>LFC:</b> Confirming questions</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.K.2)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Ask and answer questions to confirm understanding in L1 and/or non-verbally.	Ask and answer questions to confirm understanding in L1 and/or using phrases and short sentences.	Ask and answer questions to confirm understanding using simple sentences.	Ask and answer questions to confirm understanding using expanded and some complex sentences.	Ask and answer questions to confirm understanding using multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Cue cards</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 text</a> and <a href="#">support</a></li> <li>• <a href="#">Props</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Cue cards</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 text</a> and <a href="#">support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Cue cards</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Word/picture wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sentence frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: SL.K.3 and WIDA Standards

Speaking/Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use strategies for asking questions that are on a topic.</li><li>• Use strategies for understanding and answering questions asked of them.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Ask, answer, clarify</li><li>• <b>LFC:</b> Question words and structures</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.K.3)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Ask and answer WH-questions in L1 using single words.	Ask and answer WH-questions in L1 using phrase and short sentences.	Ask and answer WH-questions using simple sentence.	Ask and answer WH-questions using expanded and some complex sentences.	Ask and answer WH-questions using clear and coherent writing.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Graphic Organizer</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Word/picture wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: SL.K.4 and WIDA Standards

Speaking/Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Describe familiar people.</li><li>• Tell about familiar places.</li><li>• Describe memorable events.</li><li>• Explain familiar events.</li><li>• Report facts and details about an experience.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Colors, shapes, sizes</li><li>• <b>LFC:</b> Nouns, pronouns, adjectives</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.K.4)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Describe familiar nouns in L1 and/or using one word with L1 support in English.	Describe familiar nouns in L1 and/or using short phrases with L1 support in English.	Describe familiar nouns using simple sentences with general and some specific vocabulary related to the story.	Describe familiar nouns using detailed sentences of varied lengths with specific and some content-based vocabulary related to the nouns.	Describe familiar nouns using complete, detailed sentences of varied lengths and types, using content based vocabulary related to the nouns.
	Identify pictures/photographs of nouns or objects based on oral descriptions in L1 and/or using single words with general vocabulary related to the objects in English and/or non-verbally by pointing to stated pictures/ photographs	Identify pictures/photographs of nouns or objects based on oral descriptions in L1 and/or using simple sentences with general and some specific vocabulary related to the nouns/objects.	Identify pictures/photographs of nouns or objects based on oral descriptions using simple sentences with general and some specific vocabulary related to the nouns/objects.	Identify pictures/photographs of nouns or objects based on oral descriptions using detailed sentences of varied lengths with specific and some content-based vocabulary related to the nouns.	Identify pictures/photographs of nouns or objects based on oral descriptions using complete, detailed sentences of varied lengths and types, using content based vocabulary related to the nouns.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence Frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Template or model</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Kindergarten Unit 1

### Unit 1: SL.K.5 and WIDA Standards

Speaking/Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Construct drawings or gather other visual media when describing.</li><li>• Present information to others using appropriate visual displays to add detail.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Draw, illustrate</li><li>• <b>LFC:</b> Nouns, adjectives</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.K.5)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Illustrate in order to provide additional detail to descriptions in L1 and/or using single words.	Illustrate in order to provide additional detail to descriptions in L1 and/or using phrases and short sentences.	Illustrate in order to provide additional detail to descriptions that use repetitive structures.	Illustrate in order to provide additional detail to descriptions using complex sentences.	Illustrate in order to provide additional detail to descriptions using multiple, complex oral sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Teacher model</li> <li>• <a href="#">Props</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher model</li> <li>• <a href="#">Props</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher model</li> <li>• <a href="#">Props</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Leveled text</a></li> </ul>

## Kindergarten Unit 1

### Unit 1: SL.K.6 and WIDA Standards

Speaking/Listening and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</li><li>•</li><li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Express thoughts and feelings and ideas.</li><li>• Speak audibly to naturally express ideas.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> thoughts, feelings, interview</li><li>• <b>LFC:</b> Nouns, adjectives</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.K.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Describe thoughts, feelings and ideas in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.	Describe thoughts, feelings and ideas in L1 using phrases and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Describe thoughts, feelings and ideas using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Describe thoughts, feelings and ideas using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Describe thoughts, feelings and ideas using clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Props</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Props</a></li> <li>• <a href="#">Gestures</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Sentence Frame</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic organizer</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">Sentence Frame</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sentence Frame</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: L.K.1, L.K.1.B, L.K.1.D, L.K.1.E and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>○ L.K.1.B. Use frequently occurring nouns and verbs.</li><li>○ L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li><li>○ L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li></ul></li> <li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Utilize formal grammar and usage of spoken and written Standard English.</li><li>• Use frequently occurring nouns and verbs correctly.</li><li>• Understand and use question words (e.g., who, what, where, when, why, how) appropriately.</li><li>• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> High frequency nouns, verbs, and prepositions</li><li>• <b>LFC:</b> Use of nouns, verbs and prepositions adjectives</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.K.1, L.K.1.B, L.K.1.D, L.K.1.E )

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Express ideas in L1 and/or using single word with L1 support in English.	Express ideas in L1 and/or using short phrases with L1 support in English.	Express ideas using simple sentences with general and some specific vocabulary related to the shared activities.	Express ideas using detailed sentences of varied lengths with specific and some content-based vocabulary related to the activities.	Express ideas with nouns, verbs and prepositions independently using complete, detailed sentences of varied lengths and types, using content based vocabulary related to the activities.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Prompts</li> <li>• <a href="#">Songs/Chants</a></li> <li>• <a href="#">Choral reading</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Prompts</li> <li>• <a href="#">Songs/Chants</a></li> <li>• <a href="#">Choral reading</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Prompts</li> <li>• <a href="#">Songs/Chants</a></li> <li>• <a href="#">Choral reading</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Word Wall</a></li> <li>• Prompts</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 1

### Unit 1: L.K.5, L.K.5.A and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.<ul style="list-style-type: none"><li>○ L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li></ul></li> <li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explore word relationships and nuances in word meaning.</li><li>• Categorize common objects.</li><li>• Sort common objects.</li><li>• Draw conclusions about the category representations.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Categorize, classify, sort</li><li>• <b>LFC:</b> Understand and follow commands, directions</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.K.5, L.K.5.A)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Follow oral directions to classify objects into categories of size, color and shape in L1 and/or follow simple oral directions of single words or gestures.	Follow oral directions to classify objects into categories of size, color and shape in L1 and/or follow simple oral phrasal directions which have formulaic structures.	Follow simple oral directions which have repetitive grammatical structures, to classify objects into categories of size, color and shape.	Follow complex, oral directions, which have a variety of grammatical structures, to classify objects into categories of size, color and shape.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify objects into categories of size, color, and shape.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Teacher model</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher model</li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher model</li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Kindergarten Unit 1

### Unit 1: L.K.6 and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> <li>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Speaking</li><li>○ Listening</li><li>○ Reading</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Listen, share and read a variety of texts.</li><li>• Highlight.</li><li>• Use new words and phrases when writing, reading and responding to texts.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Retell, vocabulary related to text being read</li><li>• <b>LFC:</b> Recitation of language structures in text being read</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 1: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.K.6)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Apply common words acquired through reading and read-aloud activities in L1 and/or English using common single words in L1 and/or English.	Apply common words and phrases in L1 and/or English using common phrases and short sentences in L1 and/or English.	Apply common words and phrases acquired through reading and read-aloud activities using simple sentences.	Apply common words and phrases acquired through reading and read-aloud activities using expanded and some complex sentences.	Apply common words and phrases acquired through reading and read-aloud activities using multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Realia</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Realia</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Sentence frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Realia</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Visuals</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>