

## Grade K ELA Curricular Frameworks with ELL Scaffolds

### Kindergarten Unit 2

#### Unit 2: 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 prompting 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, vocabulary specific to text</li> <li>• <b>LFC:</b> Question words, verb phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 2: 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 2

### Unit 2: RL.K.3, RI.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> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</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>• 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> Characters, places, time, events</li> <li>• <b>LFC:</b> Sequence words, verb phrases. Character traits</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.3 and RI.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 or main events in L1 and/or using single words, sequence words and simple phrases in English.	Identify and describe the main characters and setting of a story or the main events in L1 and/or, using simple phrases and simple sentences in English with some sequence words and general vocabulary related to the story.	Identify and describe the main characters and setting of a story or the main events using simple sentences with sequence words, general and some specific vocabulary related to the story.	Identify and describe the main characters and setting of a story or the main events using detailed sentences of varied lengths with sequence words and some technical vocabulary related to the story.	Identify and describe the main characters and setting of a story or the main events using complete, detailed sentences of varied lengths and types, using sequence words and 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 2

### Unit 2: RI.K.4 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>• RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</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>• Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content.</li> <li>• Use strategies when faced with an unknown word.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Connected to text being read, strategy, checklist</li> <li>• <b>LFC:</b> Understand directions of how to use checklist/strategies</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.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>	Ask and answer questions about the meaning of content based words in L1 and/or general and content based words in leveled texts by using Pictures to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in L1 and/or general and content based words in leveled texts by using Pictures, schemata and cognates to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in a leveled text by using context clues and schemata to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in a grade level text by using context clues and schemata to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in a grade level text by using context clues and schemata to determine the meaning of unknown words.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Picture Dictionary</a></li> <li>• <a href="#">Checklist for guiding questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Picture Dictionary</a></li> <li>• <a href="#">Checklist for guiding questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">Picture Dictionary</a></li> <li>• <a href="#">Checklist for guiding questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Checklist for guiding questions</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 2

### Unit 2: RI.K.6 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>• RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.</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>• 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> Tell what an author and illustrator do , present tense</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.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 explain their roles in L1 and/or repeat, point to or use single words or phrases.	Identify the author and illustrator and explain their roles in L1 and/or use simple phrases.	Identify the author and illustrator and explain their roles in simple sentences.	Identify the author and illustrator and explain their roles in expanded sentences.	Identify the author and illustrator and explain 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 2

### Unit 2: RI.K.7 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>• RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</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>• 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> Connection, relationship, vocabulary needed to describe illustrations</li> <li>• <b>LFC:</b> Present tense, adjectives, subject-verb agreement</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard RI.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 connections between the illustration and text in L1 and/or single words.	Describe connections between the illustration and text in L1 and/or phrases and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Describe connections between the illustration and text using simple sentences and some specific vocabulary.	Describe connections between the illustration and text using expanded and some complex sentences and specific and some technical vocabulary.	Describe connections between the illustration and text using multiple, complex sentences and technical vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Sentence frames</a></li> <li>• <a href="#">Props</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Word wall</a></li> <li>• <a href="#">Sentence frames</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word wall</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 2

### Unit 2: 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>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</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>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</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, persuade, inform, entertain</li> <li>• <b>LFC:</b> Present tense, answer why questions</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 2: 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>	Respond in L1 and/or non-verbally by pointing to stated pictures/photographs in context or by using single words and simple phrases in English.	Respond in L1 and/or by using simple phrases and simple sentences in English with general vocabulary related to the story.	Respond by using simple sentences with general and some specific vocabulary related to the story.	Respond by using detailed sentences of varied lengths with specific and some technical vocabulary related to the story.	Respond by using complete, detailed sentences of varied lengths and types, using technical 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>• Template of how to answer</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 2

### Unit 2: RF.K.1, RF.K.1.B, RF.K.1.C, 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.B. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>○ RF.K.1.C. Understand that words are separated by spaces in print.</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>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> <li>○ Writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that print has meaning and is made up of letters in a specific order.</li> <li>• Recognize that spaces separate the words.</li> <li>• Recognize specific words in a sentence or text.</li> <li>• Name all upper and lower case letters.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Alphabet, word, space, upper and lower case, specific words from text</li> <li>• <b>LFC:</b> Understand directions and recognize words</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.1, RF.K.1.B, RF.K.1.C 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>	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to an oral question in L1 and/or using single words and gestures.	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to an oral question in L1 and/or using phrases.	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to an oral question.	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to complex, oral questions.	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to multiple, complex oral questions.
	Follow oral directions in L1 and/or single words, to identify spaces in print (word boundaries).	Follow oral directions in L1 and/or simple oral directions to identify spaces in print (word boundaries).	Follow simple oral directions with repetitive grammatical structures to identify spaces in print (word boundaries).	Follow two-step directions to identify spaces in print (word boundaries).	Follow multiple directions to identify spaces in print (word boundaries).
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• Teacher modeling</li> <li>• Partner</li> <li>• Letter cards</li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 support</a></li> <li>• Teacher modeling</li> <li>• <a href="#">Partner</a></li> <li>• Letter cards</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• <a href="#">Partner</a></li> <li>• Letter cards</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Partner</a></li> <li>• Letter cards</li> </ul>	<ul style="list-style-type: none"> <li>• Letter cards</li> </ul>

## Kindergarten Unit 2

### Unit 2: RF.K.2, RF.K.2.A, RF.K.2.B, and RF.K.2.C and WIDA Standards

Reading Foundations 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> <li>○ RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>○ RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul> </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 and produce rhyming words.</li> <li>• Demonstrate knowledge of syllables in a word.</li> <li>• Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Rhyming words, clap, syllables, tap, blend, beginning, middle, final</li> <li>• <b>LFC:</b> Understand directions and recognize phonemes</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

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

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 producing rhyming words in L1 and/or by repeating nursery rhymes, rhyming pictures; and/or produce rhymes that match pictures.	Demonstrate phonemic awareness by producing rhyming words in L1 and/or by producing missing rhyming words that match pictures.	Demonstrate phonemic awareness by identifying and producing rhyming words in nursery rhymes.	Demonstrate phonemic awareness by producing rhyming words from known patterns.	Demonstrate phonemic awareness by producing rhyming words from known and unknown patterns.
	Count the syllables in L1 and/or a CVC familiar word by repeating and clapping out sounds.	Count the syllables in L1 and/or a CVC word by repeating and clapping out sounds.	Count one-syllable words in English by clapping syllables.	Count one and two syllable words in by clapping out words.	Count one and two syllable words by clapping words independently.
	Orally segment sounds in a CVC familiar word.	Orally segment sounds in a CVC grade-level word.	Orally produce sounds in a CVC content-based familiar word.	Orally produce sounds in CVC nonsense words.	Orally produce sounds in CVC nonsense and unfamiliar words.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Picture/word cards</a></li> <li>• <a href="#">Sound-symbol chart</a></li> <li>• <a href="#">Letter Tiles</a></li> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">L1 Support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Picture/word cards</a></li> <li>• <a href="#">Sound-symbol chart</a></li> <li>• <a href="#">Letter Tiles</a></li> <li>• <a href="#">L1 Support</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Picture/word cards</a></li> <li>• <a href="#">Sound-symbol chart</a></li> <li>• <a href="#">Letter Tiles</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Picture/word cards</a></li> <li>• <a href="#">Sound-symbol chart</a></li> <li>• <a href="#">Letter Tiles</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Letter Tiles</a></li> </ul>



## Kindergarten Unit 2

### Unit 2: RF.K.3, RF.K.3.A and RF.K.3.C and WIDA Standards

Reading Foundations and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.               <ul style="list-style-type: none"> <li>○ RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>○ RF.K.3.C. Read high-frequency and sight words with automaticity.</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>• Use specific strategies for decoding words, including letter sound correspondence.</li> <li>• Associate a letter with a sound and apply these sounds when decoding words.</li> <li>• Identify common high-frequency words by sight in isolation and also in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> High frequency words, vocabulary associated with the letter sounds</li> <li>• <b>LFC:</b> Understand directions and recognize phonemes</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.3, RF.K.3.A, RF.K.3.C)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Produce sounds for consonants in L1 and/or demonstrate understanding of modeling and simple oral directions to produce primary sound of each consonant.	Produce sounds for consonants in L1 and/or demonstrate understanding of simple oral directions to produce primary sound of each consonant.	Demonstrate understanding of two-step oral directions by producing most frequently used sounds for each consonant.	Demonstrate understanding of multi-step oral directions by producing most frequently used sounds for each consonant.	Demonstrate understanding of multi-step oral directions by producing most frequently used sounds for each consonant.
	Identify and repeat high frequency words by highlighting them in selected text.	Identify and orally read aloud high frequency words.	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Highlight</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Leveled text</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• Leveled text</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 2

### Unit 2: RF.K.4, RF.K.4.A, RF.K.4.B and WIDA Standards

Reading Foundations 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> </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> Vocabulary associated with text being read</li> <li>• <b>LFC:</b> Sentence structure of leveled text</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

**RF.K.3.A**

**Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.4, RF.K.4.A, RF.K.4.B)**

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

## Kindergarten Unit 2

### Unit 2: 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 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Draw tell, write about topics that is 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 topic</li><li>• <b>LFC:</b> Developmentally appropriate writing structures</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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 a picture and write about a chosen topic in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.	Draw a picture and write about a chosen topic using phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Draw a picture and write about a chosen topic using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Draw a picture and write about a chosen topic using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Draw a picture and write about a chosen topic 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="#">Props</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Sentence frames</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="#">Props</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">Sentence frames</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="#">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 2

### Unit 2: 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><li>○ Speaking</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><li>• Tell what happens last.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Sequence words, reaction</li><li>• <b>LFC:</b> Sentences which describe the sequence of events</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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 2

### Unit 2: 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 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</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> Reflect, suggest, revise, edit, share</li><li>• <b>LFC:</b> Developmentally appropriate structures and sentences, punctuation marks</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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 2

### Unit 2: SL.K.1, SL.K.1.A, SL.K.1.B 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> <li>○ SL.K.1.B. Continue a conversation through multiple exchanges.</li> </ul> </li> <li>• WIDA ELD 2               <ul style="list-style-type: none"> <li>○ Listening</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in 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> <li>• Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Reflect, take turns, conversation</li> <li>• <b>LFC:</b> Developmentally appropriate structures and sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

**Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards SL.K.1, SL.K.1.A and SL.K.1.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>	Ask and answer questions in a conversational format in L1 and/or answer yes/no or either/or questions and repeat simple memorized phrases and sentences in English.	Ask and answer questions in a conversational format in L1 and/or use phrases and short sentences that represent ideas with formulaic structures and general, content-based vocabulary.	Ask and answer questions in a conversational format using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Ask and answer questions in a conversational format using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Ask and answer questions in a conversational format 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="#">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 2

### Unit 2: 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 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>• 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> Clarify, understand</li><li>• <b>LFC:</b> Confirming questions, “What does ... mean?”</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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 2

### Unit 2: 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 2<ul style="list-style-type: none"><li>○ Listening</li><li>○ Speaking</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> Strategy</li><li>• <b>LFC:</b> Clarifying statements and questions, “I don’t understand, Can you help me”</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

**Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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 multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• Gestures</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>• Gestures</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>• Gestures</li> <li>• <a href="#">Word/picture wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• Gestures</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Kindergarten Unit 2

### Unit 2: 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>○ Listening</li> <li>○ Speaking</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> People, places and things</li> <li>• <b>LFC:</b> Sequence and transitional phrases, adjectives, nouns</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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 people, places, and things and provide additional information, when prompted, in L1 and/or using single words.	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using phrases and short sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using simple sentences that represent multiple, related ideas.	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Props</a></li> <li>• <a href="#">Pictures</a></li> <li>• Prompts</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="#">Props</a></li> <li>• <a href="#">Pictures</a></li> <li>• Prompts</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="#">Props</a></li> <li>• <a href="#">Pictures</a></li> <li>• Prompts</li> <li>• <a href="#">Word/picture wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> </ul>	

## Kindergarten Unit 2

### Unit 2: 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>○ Listening</li><li>○ Speaking</li><li>○ Writing</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, detail, illustrate</li><li>• <b>LFC:</b> Demonstrative adjectives, pronouns: this, that, these, those</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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>	

## Kindergarten Unit 2

### Unit 2: 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>• WIDA ELD 1 and 2<ul style="list-style-type: none"><li>○ Listening</li><li>○ Speaking</li><li>○ Writing</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</li><li>• <b>LFC:</b> I feel..., I think...</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard 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>	

## Kindergarten Unit 2

### Unit 2: L.K.1, L.K.1.A, 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.A. Print many upper- and lowercase letters.</li> <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>• Distinguish between uppercase and lowercase letters.</li> <li>• Print a variety uppercase and lowercase letters.</li> <li>• Use frequently occurring nouns and verbs correctly appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> High frequency nouns, and verbs, express, question words, prepositions</li> <li>• <b>LFC:</b> Developmentally appropriate sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

**Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standard L.K.1, L.K.1.A, L.K.1.B, L.K.1.D, L.K.1.E)**

<b>Outcomes, Scaffolds, and Supports</b>	<b>ELP Level 1</b>	<b>ELP Level 2</b>	<b>ELP Level 3</b>	<b>ELP Level 4</b>	<b>ELP Level 5</b>
<b>Outcomes and Scaffolds</b>	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.
	Write uppercase and lowercase letters in L1 and/or print specific letters in English.	Write uppercase and lowercase letters in L1 and/or print specific upper and lower case letters in English.	Write uppercase and lowercase letters by using key, content-based vocabulary words.	Write uppercase and lowercase letters by using content-based vocabulary words.	Write uppercase and lowercase letters by using content-based vocabulary words.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Choral Reading</a></li> <li>• <a href="#">Songs/Chants</a></li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Choral Reading</a></li> <li>• <a href="#">Songs/Chants</a></li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> <li>• <a href="#">Partner</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> </ul>	



## Kindergarten Unit 2

### Unit 2: L.K.5, L.K.5.B 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.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</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>• Explore word relationships and nuances in word meanings.</li><li>• Relate nouns and verbs to their antonyms.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> High frequency nouns, and verbs, express, question words, prepositions</li><li>• <b>LFC:</b> Developmentally appropriate sentences</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

## Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.K.5, L.K.5.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>	Follow oral directions to classify words into categories in L1 and/or follow simple oral directions of single words or gestures.	Follow oral directions 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.
	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.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">L1 Support</a></li> <li>• Pictures</li> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> <li>• Partner work</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> <li>• Partner work</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> <li>• Partner work</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> </ul>	

## Kindergarten Unit 2

### Unit 2: 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>○ Writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Show understanding of newly acquired vocabulary by making purposeful language choices to communicate in an effective way when writing or speaking.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Retell, vocabulary connected to texts read</li><li>• <b>LFC:</b> Developmentally appropriate sentences</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

**Unit 2: Outcomes, Scaffolds, and Supports by ELP Level (Standards L.K.6)**

<b>Outcomes, Scaffolds, and Supports</b>	<b>ELP Level 1</b>	<b>ELP Level 2</b>	<b>ELP Level 3</b>	<b>ELP Level 4</b>	<b>ELP Level 5</b>
<b>Outcomes and Scaffolds</b>	Apply common words acquired through reading and read-aloud activities in L1 using common single words.	Apply common words and phrases acquired through reading and read-aloud activities in L1 using phrases and short sentences.	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="#">L1 Support</a></li> <li>• Pictures</li> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> <li>• Partner work</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> <li>• Partner work</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures</a></li> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> <li>• Partner work</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">TPR</a></li> <li>• <a href="#">Songs/Chants</a></li> </ul>	