

## Grade K ELA Curricular Frameworks with ELL Scaffolds

### Kindergarten Unit 3

#### Unit 3: 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               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<p>RL.K.2:</p> <ul style="list-style-type: none"> <li>• Retell a familiar story, putting key details in a sequential order Ask and prompt who, what where, when, why and how regarding details of a text.</li> </ul> <p>RI.K.2:</p> <ul style="list-style-type: none"> <li>• Identify the main topic of a text.</li> <li>• Retell key details in a text.</li> <li>• Name or illustrate some of the details about the topic.</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 3: 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>

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### Unit 3: RL.K.2, RI.K.2 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.2. With prompting and support, retell familiar stories, including key details.</li> <li>• WIDA ELDS: 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>• WIDA ELDS 3, 4, 5:               <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>• Retell a familiar story, putting key details in a sequential order.</li> <li>• Identify the main topic of a text.</li> <li>• Retell key details in a text.</li> <li>• Name or illustrate some of the details about the topic.</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 3 Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.2and RI.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>	Retell a familiar story by answering “WH-” questions related to the story using single words or in L1.	Retell a familiar story by answering “WH-” questions using simple phrases and simple sentences or in L1.	Retell a familiar story in complete sentences with general and some specific language related to the story.	Retell a familiar story in detailed sentences using specific and some content-based language as well as complex structures related to the story.	Retell a familiar story in detailed sentences using specific and content-based language as well as complex structures related to the story.
<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="#">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="#">Graphic Organizer</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="#">Graphic Organizer</a></li> <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="#">Graphic Organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• none</li> </ul>

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### Unit 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>• 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 ELDS 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain two individuals, events, ideas or information are linked together.</li> <li>• Describe how the individuals or ideas are the same or different.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> same or different, connected</li> <li>• <b>LFC:</b> Subject, verb agreement, transitional phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3 Outcomes, Scaffolds, and Supports by ELP Level (Standards 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>	Describe how two individuals, events, ideas or information are the same and or different in L1 and/or using single words, simple phrases in English.	Describe how two individuals, events, ideas or information are the same and or different in L1 and/or, using simple phrases and simple sentences in English with general vocabulary related to the story.	Describe how two individuals, events, ideas or information are the same and or different using simple sentences with general and some specific vocabulary related to the story.	Describe how two individuals, events, ideas or information are the same and or different using detailed sentences of varied lengths with specific and some technical vocabulary related to the story.	Describe how two individuals, events, ideas or information are the same and or different 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="#">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="#">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="#">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="#">Pictures/ Photographs</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

### Unit 3: RL.K.4 and R.I.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>• RL.K.4 Ask and answer questions about unknown words in a text.</li> <li>• WIDA ELDS: 2               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Listening</li> <li>○ Speaking</li> </ul> </li> </ul>	<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 ELDS 3, 4, 5               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Listening</li> <li>○ Speaking</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> Vocabulary specific to text</li> <li>• <b>LFC:</b> What does ___ mean? I don't understand"</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3 Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.4 and 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 answer <a href="#">Choice questions</a> about high-frequency, unknown words in a leveled text using single words and short phrases.	Ask and answer questions about the meaning of content-based words in L1 and/or answer questions about key words in a leveled text using pictures, phrases and short sentences.	Ask and answer questions about the meaning of key, words in a leveled text using simple, related sentences.	Ask and answer questions about the meaning of key, unknown words in a grade-level text using expanded and some complex sentences.	Ask and answer questions about the meaning of unknown words in a grade-level text using multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> <li>• <a href="#">Word/Picture 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/Picture Wall</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="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pictures/ Photographs</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>



## Kindergarten Unit 3

### Unit 3: RL.K.7 and 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>• 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> <li>○ Listening</li> </ul> </li> </ul>	<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, 5               <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> Illustration, picture, vocabulary specific to text</li> <li>• <b>LFC:</b> Subject-verb agreement, transitional phrases</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.7 and 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 in phrases and short sentences.	Describe connections between the illustration and text in simple sentences.	Describe connections between the illustration and text using expanded and some complex sentences.	Describe connections between the illustration and text using multiple, complex sentences.
<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="#">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 3

### Unit 3: RL.K.9 and RI.K.9 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.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</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.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>• WIDA ELD 3, 4, 5               <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>• Compare similarities and differences in character’s experiences within a story.</li> <li>• Discuss similarities and differences between two texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Compare, contrast, vocabulary specific to text</li> <li>• <b>LFC:</b> Compare and contrast transitional phrases: but, same, both</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RL.K.9 and RI.K.9)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Compare and contrast the experiences of characters in stories using L1 and/or using single words, pictures and gestures.	Compare and contrast the experiences of characters using L1 and/or using phrases and short sentences.	Compare and contrast the experiences of characters in leveled stories with pictures using key vocabulary in simple, related sentences.	Compare and contrast the experiences of characters in leveled stories using key vocabulary in expanded and some complex sentences.	Compare and contrast the experiences of characters in stories using precise vocabulary in multiple, complex sentences.
	Compare and contrast two texts on the same topic using L1 and/or using single words, pictures and gestures.	Compare and contrast two texts on the same topic using L1 and/or using phrases and short sentences.	Compare and contrast two texts on the same topic using key vocabulary in simple, related sentences.	Compare and contrast two texts on the same topic using key vocabulary in expanded and some complex sentences.	Compare and contrast two texts on the same topic using precise vocabulary in multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram</a></li> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Choice questions</a></li> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Gestures</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram</a></li> <li>• <a href="#">L1 Support</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Sentence Frame</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Pictures and Photographs</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn Diagram</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">Pictures</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 3

### Unit 3: 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, 5               <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 3: 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 3

### Unit 3: RF.K.1, RF.K.1.B 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.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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Name all upper and lower case letters.</li> <li>• Recognize that print has meaning and is made up of letters in a specific order.</li> <li>• Recognize specific words in a sentence or text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Alphabet, word, upper and lower case, specific words from text</li> <li>• <b>LFC:</b> Understand directions and recognize letters and words</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.1, RF.K.1.B 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.
<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>	Letter cards



## Kindergarten Unit 3

### Unit 3: RF.K.2, RF.K.2.A, RF.K.2.B, and RF.K.2.C, RF.K.2.D, RF.K.2.E 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> <li>○ RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>○ RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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>• Recognize the differences in syllables, sounds and phonemes (cat, bat, fat).</li> <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> <li>• Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds.</li> <li>• Name the sound for each letter in a CVC word and then blend sounds to make a word.</li> <li>• Create new one-syllable words by adding or substituting phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Rhyme, clap, syllables, tap, blend, beginning, middle, final, vocabulary of phonic words</li> <li>• <b>LFC:</b> Nouns, understand directions and recognize phonemes</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

**Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.2, RF.K.2.A, RF.K.2.B, RF.K.2.C, RF.2.D, RF.2.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>	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 the syllables words in English by clapping out words.	Count one and two syllable words in by clapping out words.	Count one and two syllable words by clapping words independently.
	Demonstrate phonemic awareness by producing rhyming words in L1 and/or by repeating nursery rhymes, rhyming 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 rhyming words in nursery rhymes.	Demonstrate phonemic awareness by producing rhyming words from known patterns.	Demonstrate phonemic awareness by independently producing rhyming words.
	Orally segment sounds in L1 and/or in an English CVC familiar word.	Orally segment sounds in L1 and/or in an English CVC known word.	Orally produce sounds in a CVC 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="#">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="#">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="#">Letter Tiles</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Letter Tiles</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 3

### Unit 3: RF.K.3, RF.K.3.C, RF.K.3.D 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.C. Read high-frequency and sight words with automaticity.</li> <li>○ RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</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 common high-frequency words by sight in isolation and also in a text.</li> <li>• Compare similarly spelled words by identifying letter sounds that differ.</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 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.3, RF.K.3.C, RF.K.3.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>	Produce sounds for vowels in L1 and/or demonstrate understanding of modeling and simple oral directions to produce primary sound of each short and long vowel.	Produce sounds for vowels in L1 and/or demonstrate understanding of simple oral directions to produce primary sound of each short and long vowel.	Demonstrate understanding of two-step oral directions by producing most frequently used sounds for each short and long vowel.	Demonstrate understanding of multi-step oral directions by producing most frequently used sounds for each short and long vowel.	Demonstrate understanding of multi-step oral directions by producing most frequently used sounds for each short and long vowel.
	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 text.	Identify and orally read aloud high frequency words in and out of context by reading them in 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="#">Phonics cards</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>• Phonics cards</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="#">Phonics cards</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• Phonics cards</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

### Kindergarten Unit 3

#### Unit 3: 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 (MVS) to read emergent reader text fluently with understanding.</li> <li>• Demonstrate the ability to use meaning, visuals, and structure (MVS) 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 emergent reader and grade level texts</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standards RF.K.4, RF.K.4.A, 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 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 3

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

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</li><li>• WIDA ELD 2<ul style="list-style-type: none"><li>○ Reading</li><li>○ Writing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Express opinion or likes and dislikes about a topic or book.</li><li>• State an opinion or preference.</li><li>• Dictate thinking and/or illustrate ideas and write ideas.</li><li>• Choose self-selected topics.</li><li>• Begin to develop ability to support opinion or preference with a reason.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Opinion, prefer, reason, vocabulary associated with text being read</li><li>• <b>LFC:</b> Transitional phrases to express opinion</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.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>	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or use content-related, single words in phrase or memorized patterns that represent key ideas.	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Draw a picture and write/dictate an opinion about a chosen topic using key, content-based vocabulary in simple sentences using repetitive structures that represent multiple, related ideas.	Draw a picture and write/dictate an opinion about a chosen topic using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Draw a picture and write/dictate an opinion about a chosen topic using multiple sentences with a variety of grammatical structures and precise, content-based vocabulary.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Props</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="#">Native language texts</a></li> <li>• <a href="#">L1 Support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Props</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="#">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 3

#### Unit 3: Standards W.K.2 and WIDA Standards

Writing Standards and WIDA Standards	Writing 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 ELDS: 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, dictation</li><li>• <b>LFC:</b> Nouns, adjectives, articles</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

### Unit 3: 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 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 3

### Unit 3: 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 3: 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 3

#### Unit 3: W.K.6 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</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>• Explore use of digital tools with peers and adults to publish their writing (e.g., use of keyboard, “log in” to programs, computer stations, and handheld devices and engage in digital meeting).</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Publish</li><li>• <b>LFC:</b> Developmentally appropriate structures and sentences, punctuation marks</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.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>	Compose and publish a writing task in L1 and/or in English using Pictures, selected single words in phrases or memorized patterns.	Compose and publish a writing task in L1 and/or in English using Pictures, phrases and selected vocabulary in formulaic patterns.	Compose and publish a writing task using key vocabulary in simple, related sentences.	Compose and publish a writing task using key vocabulary in expanded sentences.	Compose and publish a clear and coherent writing task using precise vocabulary in multiple sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word/Picture Wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Technology and Technological Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word/picture wall</a></li> <li>• <a href="#">L1 support</a></li> <li>• <a href="#">Technology and Technological Resources</a></li> <li>• <a href="#">Sentence Frame</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Visuals</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Technology and Technological Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Modeling</a></li> <li>• <a href="#">Technology and Technological Resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Technology and Technological Resources</a></li> </ul>

### Kindergarten Unit 3

#### Unit 3: W.K.7 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</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>• Understand their job and how they will contribute to the project from beginning to end.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Research</li><li>• <b>LFC:</b> Developmentally appropriate structures and sentences, punctuation marks</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.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>	Participate in shared research project by answering questions in L1 and/or answer yes/no questions by using illustrations or single words.	Participate in shared research project by answering questions in L1 and/or use illustrations and phrases to complete Sentence Frame.	Participate in shared research project by answering questions using key vocabulary in a series of simple sentences.	Participate in shared research project by answering questions using key vocabulary in expanded sentences.	Participate in shared research project by answering questions using precise vocabulary in multiple, complex sentences.
<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="#">Jigsaw</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="#">Jigsaw</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="#">Jigsaw</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Jigsaw</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Jigsaw</a></li> </ul>



## Kindergarten Unit 3

### Unit 3: W.K.8 and WIDA Standards

Writing and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"><li>• W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• WIDA ELD 1, 2<ul style="list-style-type: none"><li>○ Writing</li><li>○ Speaking</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.</li></ul>	<ul style="list-style-type: none"><li>• <b>VU:</b> Research, narrative</li><li>• <b>LFC:</b> Developmentally appropriate structures and sentences, punctuation marks</li><li>• <b>LC:</b> Varies by ELP levels</li></ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard W.K.8)

Outcomes, Scaffolds, and Supports	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4	ELP Level 5
<b>Outcomes and Scaffolds</b>	Recall an event to answer questions in L1 and/or answer yes/no questions by using illustrations or single words.	Recall an event and answer questions in L1 and/or use illustrations and phrases to complete Sentence Frame.	Recall an event and answer questions using key vocabulary in a series of simple sentences.	Recall a well-elaborated event and answer questions using key vocabulary in expanded sentences.	Recall a well-elaborated event and answer questions using precise vocabulary in multiple, complex sentences.
<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>• Storyboard</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>• Storyboard</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Peer support</a></li> <li>• Storyboard</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Storyboard</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Jigsaw</a></li> </ul>

## Kindergarten Unit 3

### Unit 3: 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> Rules, topics, conversation</li> <li>• <b>LFC:</b> Developmentally appropriate structures and sentences</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3: 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 3

### Unit 3: 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 3: 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 3

### Unit 3: 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 3: 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 3

### Unit 3: 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 3: 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 3

#### Unit 3: 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 3: 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 3

### Unit 3: 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 3: 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 3

### Unit 3: L.K.1, L.K.1.A, L.K.1.B, L.K.1.C, L.K.1.D, L.K.1.E, L.K.1.F 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.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</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> <li>○ L.K.1.F. Produce and expand complete sentences in shared language activities.</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>• Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>• Distinguish between uppercase and lowercase letters.</li> <li>• Print a variety uppercase and lowercase letters.</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> <li>• Produce and expand complete sentences in shared language activities.</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> Nouns, plurals with –s, –es, question format,</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

**Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard L.K.1, L.K.1.A, L.K.1.B, L.K.1.C, L.K.1.D, L.K.1.E, L.K.1.F)**

<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 3

### Unit 3: L.K.2, L.K.2.A, L.K.2.B, L.K.2.C, L.K.2.D and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.K.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>○ L.K.2.A. Capitalize the first word in a sentence and the pronoun</li> <li>○ L.K.2.B. Recognize and name end punctuation.</li> <li>○ L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>○ L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</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>• Write a sentence.</li> <li>• Demonstrate convention in one’s own writing: capitalization.</li> <li>• Demonstrate convention in one’s own writing: end punctuation.</li> <li>• Demonstrate convention: produce phonemes in one’s own writing.</li> <li>• Demonstrate convention: show understanding of basic phonics when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Sentence, capitalization, punctuation,</li> <li>• <b>LFC:</b> Mechanics of writing and phonics</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard L.K.2, L.K.2.A, L.K.2.B, L.K.2.C, L.K.2.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>	Identify the correct capital letter for the pronoun I, and beginning of sentences and end punctuation.	Apply and identify the correct capital letter for the pronoun I, and beginning of sentences and end punctuation marks from lists of words/phrases.	Apply the correct capital letter for the pronoun I, and beginning of sentences and end punctuation marks when forming simple sentences.	Apply correct usage of capitalization for pronoun I, and beginning of sentences and end punctuation marks when forming complete sentences in most writing.	Apply correct usage of capitalization for pronoun I, and beginning of sentences and end punctuation marks when forming complex sentences in all writing.
	Demonstrate understanding of basic phonics in L1 and/or simple C-V-C words.	Demonstrate understanding of basic phonics in L1 and/or simple C-V-C words.	Demonstrate understanding of phonics when writing simple sentences.	Demonstrate understanding of phonics when writing expanded sentences.	Demonstrate understanding of phonics when writing complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Punctuation &amp; capitalization <a href="#">Anchor Charts</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">L1 support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation &amp; capitalization <a href="#">Anchor Charts</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Partner work</a></li> <li>• <a href="#">L1 Support</a></li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation &amp; capitalization <a href="#">Anchor Charts</a></li> <li>• <a href="#">Word Wall</a></li> <li>• <a href="#">Partner work</a></li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation &amp; capitalization <a href="#">Anchor Charts</a></li> <li>• <a href="#">Word Wall</a></li> </ul>	

## Kindergarten Unit 3

### Unit 3: L.K.4, L.K.4.A, L.K.4.B and WIDA Standards

Language and WIDA Standards	Critical Knowledge and Skills	WIDA Criterion
<ul style="list-style-type: none"> <li>• L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.               <ul style="list-style-type: none"> <li>○ L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>○ L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</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>• Identify new meanings for familiar words.</li> <li>• Apply new meanings to familiar words accurately.</li> <li>• Use frequently occurring affixes as clues to define unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Multiple meaning words,</li> <li>• <b>LFC:</b> Use verbs with suffixes correctly – ed, ing, -s</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard L.K.4, L.K.4.A, L.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>	Identify everyday familiar words and objects with new, varied meanings in L1 and/or by using <a href="#">Gestures</a> , pictures or single word in English.	Identify everyday familiar words and objects with new, varied meanings using L1 and/or using <a href="#">Gestures</a> , pictures, and phrases in English.	Identify everyday familiar words and objects with new, varied meanings using pictures and simple, related sentences.	Identify everyday familiar words and objects with varied meanings using expanded and some complex sentences.	Identify everyday familiar words and objects with varied meanings using multiple, complex sentences.
	Decode high-frequency words with common prefixes and suffixes.	Decode known words with common prefixes and suffixes used in phrases.	Decode familiar, content-based words with common prefixes and suffixes from texts.	Decode key, content-based words with common prefixes and suffixes from texts within texts.	Decode content-based words with common prefixes and suffixes in texts.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Manipulatives</a></li> <li>• <a href="#">Pictures and Photographs</a></li> <li>• <a href="#">Word/Picture 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="#">Manipulatives</a></li> <li>• <a href="#">Pictures and Photographs</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="#">Manipulatives</a></li> <li>• <a href="#">Pictures and 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="#">Word Wall</a></li> </ul>	

## Kindergarten Unit 3

### Unit 3: L.K.5, L.K.5.C, L.K.5.D 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.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>○ L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</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>• Connect words to real-life situations.</li> <li>• Explore variations of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VU:</b> Vocabulary with “shades of meaning”,</li> <li>• <b>LFC:</b> Use verbs accurately with their nuances (walk, march, strut)</li> <li>• <b>LC:</b> Varies by ELP levels</li> </ul>

### Unit 3: Outcomes, Scaffolds, and Supports by ELP Level (Standard L.K.5, L.K.5.C, L.K.5.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>	Describe nouns with adjectives in L1 and/or high-frequency nouns with adjectives in memorized phrases and short sentences.	Describe nouns with adjectives in L1 and/or general nouns in phrases and short sentences with formulaic structures.	Describe nouns with adjectives using key vocabulary in simple sentences with repetitive grammatical structures.	Describe nouns with adjectives using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Describe nouns with adjectives using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
	Describe shades of meaning among verbs in L1 and/or state the same general action using single words.	Describe shades of meaning among verbs using L1 and/or describe the same general action with short phrases.	Describe shades of meaning among verbs describing the same general action using simple related sentences with repetitive structures.	Describe shades of meaning among verbs using complex sentences.	Describe shades of meaning among verbs using multiple, complex sentences.
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Modeling</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="#">Teacher Modeling</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="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word/Picture Wall</a></li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Kindergarten Unit 3

### Unit 3: 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, whether in 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 3: 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 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 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>	