

ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.K.2 WIDA ELDS: 1,2 Reading Speaking Listening	With prompting and support, retell a familiar story including key details.		Retell a familiar story including key details in the text by responding to questions and <i>completing a</i> Graphic Organizers.		VU: Ask, answer, clarify, checklist <hr/> LFC: Interrogatives, nouns, verbs, Sentences with context clues added <hr/> LC: Varies by ELP level
Language Objectives	Retell a familiar story in L1 and/or by answering Choice questions about the text with single words.	Retell a familiar story in L1 and/or by answering “WH-” questions about the text using simple phrases and short sentences.	Retell a familiar story using key vocabulary in a series of simple sentences.	Retell a familiar story using key vocabulary in expanded and some complex sentences.	Retell a familiar story in detailed sentences using specific language in multiple, complex sentences.
Learning Supports	Graphic Organizers Pictures/Photographs Sentence Frame Word/Picture Wall L1 support	Graphic Organizers Pictures/Photographs Sentence Frame Word/Picture Wall L1 support	Graphic Organizers Pictures/Photographs Sentence Frame Word/Picture Wall	Graphic Organizers	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency. .

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.K.6; RI.K.6 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, name the illustrator and define their roles.		<u>Identify</u> the illustrator and define his/her role with prompting and support by using <i>an</i> Anchor Charts.		VU: illustrator, write, draw
					LFC: Nouns, verbs, question words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the illustrator and define his/her role in L1 and/or using single words or phrases.	Identify the illustrator and define his/her role in L1 and/or use selected vocabulary in simple phrases and short sentences.	Identify the illustrator and define his/her role using key vocabulary in simple, related sentences.	Identify the illustrator and define his/her role using key vocabulary in expanded and some complex sentences.	Identify the illustrator and define his/her role using precise vocabulary in multiple, complex sentences.
Learning Supports	Anchor Charts L1 Support Teacher Support Prompts	Anchor Charts L1 Support Teacher Support Prompts	Anchor Charts Teacher Support Prompts	Anchor Charts	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.K.9 WIDA ELDS: 1,2 Reading Speaking Listening	With prompting and support, compare and contrast characters' adventures and experiences in familiar stories.		<u>Compare and contrast</u> the adventures and experiences of characters in stories <i>using a Venn diagram</i> .		VU: Character, adventure, experiences, traits, compare, contrast <hr/> LFC: Comparative and superlative adjectives; sentences with conjunctions <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Compare and contrast the adventures and experiences of characters in L1 and/or in leveled stories using Pictures and selected single words.	Compare and contrast the adventures and experiences of characters in leveled stories by using Pictures and selected vocabulary in key phrases and short sentences.	Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in simple, related sentences.	Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in expanded and some complex sentences.
Learning Supports	Venn Diagram L1 support Pairs Choice questions Pictures	Venn Diagram L1 support Pairs Pictures	Venn Diagram Pairs	Venn Diagram Pairs	

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SLO: 4 CCSS: RL.K.10; RI.K.10 WIDA ELDS: 2-5 Reading Speaking Listening	Listen and respond to questions about literature and informational text in group reading activities.		Orally answer questions for purpose and understanding of the text that was read by <i>using a story map</i> .		VU: Answer, purpose, understanding
					LFC: Question words, verb phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer questions about the text in L1 and/or answer yes/no questions or use single words, phrases, or chunks of language.	Answer questions about the text in L1 and/or use Pictures and selected vocabulary in key phrases and short sentences.	Answer questions using key language in a series of simple, related sentences	Answer questions using key language in expanded and some complex sentences.	Answer questions using specific vocabulary in multiple, complex sentences.
Learning Supports	Story map Pictures/Photographs Gestures Word/Picture Wall L1 support Choice questions	Story map Pictures/Photographs Sentence Frame Word/Picture Wall L1 support	Story map Pictures/Photographs Word/Picture Wall	Story map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RI.K.3 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, describe the relationship between two individuals, events, ideas, or pieces of information in a text.		Describe relationships between two individuals, events, ideas, or pieces of information in a text using Word Wall and Sentence Frame.		VU: Relationships, text, events
					LFC: Nouns, pronouns, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe relationships between two individuals, events, ideas, or pieces of information in a text in L1 and/or use selected single words that represent key ideas.	Describe relationships between two individuals, events, ideas, or pieces of information in a text in L1 and/or use selected vocabulary in key phrases and short sentences.	Describe relationships between two individuals, events, ideas, or pieces of information in a text using key vocabulary in a series of simple, related sentences.	Describe relationships between two individuals, events, ideas, or pieces of information in a text using key vocabulary in expanded and some complex sentences.	Describe relationships between two individuals, events, ideas, or pieces of information in a text using precise vocabulary multiple, complex sentences.
Learning Supports	L1 support Pictures/Photographs Word/Picture Wall Sentence Frame Props	L1 support Pictures/Photographs Word/Picture Wall Sentence Frame	Word/Picture Wall Sentence Frame	Sentence Frame	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RI.K.4 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, ask and answer questions about unknown words in informational texts.		Ask and answer questions for clarification of unknown words using a <i>guiding questions checklist</i> .		VU: Ask, answer, clarify, checklist
					LFC: Interrogatives, nouns, verbs, Sentences with context clues added
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about the meaning of content based words in L1 and/or 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.
Learning Supports	Pictures/Photographs Graphic Organizers Word/Picture Wall L1 support Picture Dictionary Checklist for guiding questions	Pictures/Photographs Graphic Organizers Word/Picture Wall L1 support Picture Dictionary Checklist for guiding questions	Pictures/Photographs Graphic Organizers Word/Picture Wall Picture Dictionary Checklist for guiding questions	Graphic Organizers Checklist for guiding questions	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 7: CCSS: RI.K.8 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, state reasons an author gives to support points in an informational text		<u>State</u> the reasons the author gives to support points in an informational text <i>using a</i> Graphic Organizers.		VU: State, support
					LFC: Present progressive text, adverbs, adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	State the reasons the author gives to support his point of view in L1 and/or use Pictures and selected single words that represent key ideas.	State the reasons the author gives to support his point of view using L1 and/or using selected vocabulary in formulaic phrase patterns.	State the reasons the author gives to support his point of view by using key vocabulary in a series of simple, related sentences.	State the reasons the author gives to support his point of view producing key vocabulary in expanded and some complex sentences.	State the reasons the author gives to support his point of view using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 text and/or support Partner work Visuals Graphic Organizers	L1 text and/or support Partner work Visuals Graphic Organizers	Small group/ triads Visuals Graphic Organizers		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RI.K.9 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		<u>Orally compare and contrast</u> illustrations and photos in a text using <i>foldables</i> .		VU: Illustration, photograph
					LFC: Declarative sentences, comparatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally compare and contrast illustrations and photos in L1 and/or in a leveled text using high-frequency single words in key phrases.	Orally compare and contrast illustrations and photos in L1 and/or in a leveled text using selected vocabulary in key phrases and short sentences.	Orally compare and contrast illustrations and photos in a leveled text using key vocabulary in a series of simple, related sentences and.	Orally compare and contrast illustrations and photos in a leveled text using key vocabulary in simple, related sentences.	Orally compare and contrast illustrations and photos in a grade level text using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 support Partner work Word/Picture Wall Foldables Cloze sentences	L1 support Partner work work Word/Picture Wall Foldables Sentence Frame	Foldables Partner work Word Wall	Foldables Partner work Word Wall	Foldables

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RF.K.1.d WIDA ELDS: 1,2 Listening Reading Speaking	Recognize and name all the upper and lowercase letters of the alphabet.		Identify and name all the upper and lowercase letters of the alphabet <i>using letter cards</i> .		VU: Letters, uppercase, lowercase
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Name and identify all upper and lowercase letters of the alphabet in L1 and/or after listening to single word oral directions.	Name and identify all upper and lowercase letters of the alphabet in L1 and/or after listening to short phrase oral directions.	Name and identify all upper and lowercase letters of the alphabet after listening to oral directions.	Name and identify all upper and lowercase letters of the alphabet after listening to oral directions with expanded and some complex directions.	Identify and name all upper and lowercase letters of the alphabet after listening to oral directions with multiple, complex sentences.
Learning Supports	L1 support Letter cards	L1 support Letter cards	Letter cards	Letter cards	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RF.K.2.d WIDA ELDS: 1,2 Listening Reading Speaking	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (e.g., bat, can).		<u>Orally segment and produce</u> phonemes in a three – phoneme word (e.g., bat: /b/-/a/-/t/), <i>using Pictures and a sound-symbol chart.</i>		VU: Syllable, vowel
					LFC: Commands, simple present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally segment sounds in L1 and/or in a single syllable, high-frequency word with a picture.	Orally segment sounds in L1 and/or a single syllable, familiar word.	Orally produce sounds in a single syllable content- based familiar words.	Orally produce sounds in single syllable content-based familiar words and some nonsense words.	Orally produce sounds in single syllable nonsense words and unfamiliar content-based words.
Learning Supports	Picture/word cards Sound-symbol chart Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound-symbol chart Letter Tiles L1 support	Picture/word cards Sound-symbol chart Letter Tiles	Picture/word cards Sound-symbol chart Letter Tiles	Letter Tiles

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RF.K.2.e WIDA ELDS: 1,2 Listening Reading Speaking	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., fat, cat).		Understand oral directions to add or substitute individual phonemes in a single-syllable word to make new words using Pictures <i>and a word family</i> Graphic Organizers.		VU: Add, substitute, word family
					LFC: Nouns, simple present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally add or substitute sounds in L1 and/or understand modeling and single step directions to add a sound to single-syllable familiar word to make new words.	Orally add or substitute sounds in L1 and/or understand one-step directions to add or substitute sounds in a single-syllable, familiar word to make new words.	Understand two-step directions to orally add or substitute sounds in a single-syllable, content-based familiar word to make new words.	Understand multi-step directions to orally add or substitute sounds in single-syllable, content-based, familiar words and some nonsense words to make new words.	Understand multi-step directions to orally add or substitute sounds in single-syllable nonsense words and unfamiliar content-based words to make new words.
Learning Supports	Picture/word cards Letter Tiles Teacher Modeling Graphic Organizers L1 support	Picture/word cards Letter Tiles L1 support Graphic Organizers	Picture/word cards Letter Tiles Graphic Organizers	Letter Tiles Graphic Organizers	Letter Tiles

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RF.K.3.a WIDA ELDS: 1,2 Reading Speaking Listening	Produce the primary or most frequent sound for each consonant.		Produce the primary or most frequent sound for each consonant <i>using picture/</i> Letter Tiles.		VU: Letters, sound, initial, final
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce primary sound for consonants in L1 and/or demonstrate understanding of modeling and simple oral directions to produce primary sound of each consonant.	Produce primary sound 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 primary sound for each consonant.	Demonstrate understanding of multi-step oral directions by producing primary sound for each consonant.	Demonstrate understanding of multi-step oral directions by producing primary sound for each consonant.
Learning Supports	L1 Support Letter Tiles Picture cards	L1 Support Letter Tiles Picture cards	Picture cards Letter Tiles	Letter Tiles	

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SLO: 13 CCSS: RF.K.3.b WIDA ELDS: 1,2 Reading Speaking Listening	With prompting and support connect the long and short sounds with common spellings (graphemes) for the five major vowels.		<u>Identify and pronounce</u> the long vowel and short vowel sound with common spellings <i>using gestures</i> , Letter Tiles, <i>and following a Teacher Modeling</i> .		VU: Consonant, long/short vowel
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and pronounce the long vowel and short vowel sounds of single-syllable, high-frequency, familiar words.	Identify and pronounce the long vowel and short vowel sounds of selected single-syllable words.	Identify and pronounce the long vowel and short vowel sounds of key, known, single-syllable words.	Identify and pronounce the long vowel and short vowel sounds of grade-level, single-syllable words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, nonsense and content-based, grade-level words.
Learning Supports	Consonant and vowel Charts Gestures Letter Tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel Charts Gestures Letter Tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel Charts Pictures and Photographs Gestures Letter Tiles	Consonant and vowel Charts Gestures Word Wall	Consonant and vowel Charts Gestures

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SLO: 14 CCSS: RF.K.3.c WIDA ELDS: 1,2 Reading Listening	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).		Read and identify grade-level high-frequency words in and out of context <i>using a Word Wall</i> .		VU: Sight words
					LFC: Subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and repeat high frequency words by highlighting them in selected text.	Identify and orally read aloud high frequency words by searching in leveled text.	Identify and orally read aloud high frequency words in leveled text.	Identify and orally read aloud high frequency words in and out of context by reading them in leveled text.	Identify and read high-frequency words in and out of context by identifying and reading them in grade level text.
Learning Supports	Word Wall Highlight Pictures/Photographs L1 support Leveled text	Word Wall Pictures/Photographs L1 support Leveled text	Word Wall Pictures/Photographs Leveled text	Word Wall	

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SLO: 15 CCSS: RF.K.3.d WIDA ELDS: 1,2 Listening Reading Speaking	Identify the letter sounds that differ in similarly spelled words (e.g., let-get).		<u>Understand oral directions to identify the letter sounds of the differing consonants in rhyming words using picture/letter cards.</u>		VU: Letters, sounds, different
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the letter sounds of the differing consonants in L1 and/or understand single-step oral directions to Identify the letter sounds of consonants in rhyming words.	Identify the letter sounds of the differing consonants in L1 and/or understand single-step oral directions to Identify the letter sounds of differing consonants in rhyming words.	Understand two-step oral directions to identify the letter sounds of differing consonants in rhyming words.	Understand multi-step oral directions to identify the letter sounds of differing consonants in rhyming words.	Understand multi-step oral directions to Identify the letter sounds of differing consonants in rhyming words.
Learning Supports	L1 support Letter cards Picture cards	L1 support Letter cards Picture cards	Picture cards Letter cards	Letter cards	

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SLO: 16 CCSS: RF.K.4 WIDA ELDS: 1,2 Reading Speaking	Read emergent-reader texts with purpose and understanding.		Read with purpose and demonstrate comprehension of text <i>by using</i> Graphic Organizers.		VU: Purpose, understanding
					LFC: Simple and compound sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read with purpose and demonstrate comprehension in L1 and/or read an emergent reader and state or repeat the purpose 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 reader using key vocabulary in expanded and some complex sentences.	Read with purpose and demonstrate comprehension of an emergent reader using precise vocabulary in multiple, complex sentences.
Learning Supports	Illustrated texts L1 text and/or support Choice questions Graphic Organizers Word/Picture Wall	Illustrated texts L1 text and/or support Sentence Frame Graphic Organizers Word/Picture Wall	Sentence Frame Graphic Organizers Word Wall	Graphic Organizers	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. Moreover, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language prior to answering in front of the whole group, so Turn and Talk, Think/Pair/Share and Small group activities are effective strategies that build academic language. Furthermore, ELLs benefit from consistently using dictionaries (picture, bilingual, English, personal) across all levels of proficiency. .

ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.K.1 WIDA ELDS: 1,2 Speaking Writing	Draw and write an opinion piece (self-selected or teacher directed), stating the topic or the name of the book they are writing about, and an opinion on the topic or book.		<u>Draw and write/dictate</u> an opinion piece including the topic name by using <i>developmental spelling</i> , Word Walls, <i>classroom labels</i> , and Teacher Support.		VU: Opinion, topic, write, illustrate
					LFC: Nouns, adjectives, articles
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or use selected single words in phrases or memorized patterns.	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or use selected vocabulary in key phrases and short sentences.	Draw a picture and write/dictate an opinion about a chosen topic using key vocabulary in simple sentences.	Draw a picture and write/dictate an opinion about a chosen topic using key vocabulary in expanded and some complex sentences.	Draw a picture and write/dictate an opinion about a chosen topic using precise vocabulary in multiple sentences.
Learning Supports	Props Pictures/Photographs Sentence Frame Word/Picture Wall Native language texts L1 Support	Props Pictures/Photographs Sentence Frame Word/Picture Wall Native language texts L1 Support	Pictures/Photographs Sentence Frame Word/Picture Wall	Sentence Frame	

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.K.3; L.K.2.d WIDA ELDS: 1,2 Reading Writing	Draw and write the beginning, middle, and end of an event or several loosely linked events, including a reaction to what happened and spelling words phonetically.		<u>Draw and write</u> a story including a beginning, middle, end, and reaction by using <i>a</i> Graphic Organizers.		VU: Illustrate, write, beginning, middle, end, reaction
					LFC: Nouns, verbs, pronouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw and write the beginning, middle, and end of an event and a reaction in L1 and/or using Pictures and selected single words.	Draw and write the beginning, middle, and end of an event and a reaction in L1 and/or use selected vocabulary in phrases and short sentences.	Draw and write the beginning, middle, and end of an event and a reaction in using key vocabulary in a series of simple sentences.	Draw and write the beginning, middle, and end of an event and a reaction using key vocabulary in expanded and some complex sentences.	Draw and write the beginning, middle, and end of an event and a reaction using precise vocabulary in multiple, complex sentences.
Learning Supports	Sound/letter chart Word/Picture Wall L1 support Graphic Organizers	Sound/letter chart Word/Picture Wall L1 support Graphic Organizers	Sound/letter chart Word Wall Graphic Organizers	Graphic Organizers	

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.K.5 WIDA ELDS: 1,2 Writing Speaking Listening	With guidance and support, strengthen writing as needed by responding to questions and suggestions from peers and adding details (e.g., labeling Pictures, naming characters).		<u>Revise writing</u> by exchanging ideas about a topic adding details <i>by using Visuals, Teacher Modeling, Graphic Organizers and suggestions from peers.</i>		VU: Share, detail, edit, revise
					LFC: Simple present tense, past tense, adjectives, adverbs, punctuation marks.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.
Learning Supports	Word/Picture Wall Teacher Support L1 support Visuals Graphic Organizers	Word/Picture Wall Teacher Support L1 support Visuals Graphic Organizers	Word Wall Peer support Graphic Organizers	Word Wall	

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.K.6 WIDA ELDS: 1,2 Writing	With guidance and support, produce and publish a piece using digital tools with peers.		<u>Compose and publish</u> a narrative writing by using Visuals, Technology and Technological Resources, <i>and</i> Teacher Modeling.		VU: Publish, narrative
					LFC: Simple present, adjectives, nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and publish a narrative writing task in L1 and/or in English using Pictures, selected single words in phrases or memorized patterns.	Compose and publish a narrative writing task in L1 and/or in English using Pictures, phrases and selected vocabulary in formulaic patterns.	Compose and publish a narrative writing task using key vocabulary in simple, related sentences.	Compose and publish an organized narrative writing task using key vocabulary in expanded sentences.	Compose and publish a clear and coherent narrative writing task using precise vocabulary in multiple sentences.
Learning Supports	Teacher Modeling Visuals Word/Picture Wall L1 support Small group Technology and Technological Resources	Teacher Modeling Visuals Word/picture wall L1 support Small group Technology and Technological Resources Sentence Frame	Teacher Modeling Visuals Word Wall Small group Technology and Technological Resources	Teacher Modeling Small group Technology and Technological Resources	Technology and Technological Resources

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.K.7; W.K.8 WIDA ELDS: 1,2 Writing Speaking Listening	With guidance and support, gather information from provided sources (e.g., library books) to answer a question in group writing and shared research activities (e.g., compare and contrast two mammals and state an opinion on them).		Recall information from experience to answer questions using a <i>model/source and a</i> Graphic Organizers.		VU: Recall, experience, source
					LFC: Conjunctions, transitions, past tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recall an event to answer questions in L1 and/or answer yes/no questions by using illustrations or single words.	Recall an event and answer questions in L1 and/or use illustrations and phrases to complete Sentence 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.
Learning Supports	Graphic Organizers Word Wall L1 support Visuals	Graphic Organizers Word Wall L1 support Visuals	Graphic Organizers Word Wall Visuals	Graphic Organizers Word Wall	

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: SL.K.3 WIDA ELDS: 1,2 Speaking Listening	Ask and answer questions in order to seek help or clarify concepts.		Ask and answer questions for clarification by using <i>who, what, where, and when</i> .		VU: Ask, answer, clarify
					LFC: Interrogatives, nouns, verbs
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in L1 and/or using gestures, Pictures and selected single words.	Ask and answer questions in L1 and/or use selected vocabulary in key phrases and short sentences.	Ask and answer WH-questions using key vocabulary in simple sentences.	Ask and answer questions using key vocabulary in expanded and some complex sentences.	Ask and answer questions using precise vocabulary in multiple, complex sentences.
Learning Supports	Pictures Graphic Organizers Sentence Frame Word/Picture Wall L1 support Wh- questions	Pictures Graphic Organizers Sentence Frame Word/Picture Wall L1 support Wh- questions	Pictures Graphic Organizers Sentence Frame Word/Picture Wall Wh- questions	Graphic Organizers Wh- questions	

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: SL.K.6 WIDA ELDS: 1,2 Speaking Listening	Express thoughts, feelings and ideas to others clearly.		Express thoughts, feelings, and ideas to others using a Graphic Organizers.		VU: Thoughts, feelings
					LFC: Adjectives, nouns, interrogatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express thoughts, feelings and ideas in L1 and/or use Pictures, gestures and selected single words in key phrase patterns.	Express thoughts, feelings and ideas in L1 and/or using selected vocabulary in key phrases and short sentences.	Express thoughts, feelings and ideas using key vocabulary in simple sentences.	Express thoughts, feelings and ideas using key vocabulary in expanded and some complex sentences.	Express thoughts, feelings and ideas using precise, vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Props Gestures Pictures Word/Picture Wall Sentence Frame L1 support	Graphic Organizers Props Gestures Pictures Word/Picture Wall Sentence Frame L1 support	Graphic Organizers Pictures Word/Picture Wall Sentence Frame	Sentence Frame	

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: L.K.2.a WIDA ELDS: 1,2 Writing	Capitalize the first word in a sentence and pronoun I.		Apply correct usage capitalization for the pronoun I, dates, names and beginning of sentences using an Anchor chart of punctuation.		VU: Capitalization, pronoun, beginning
					LFC: Correct punctuation and mechanics
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply the correct punctuation for the pronoun I, dates, names and beginning of sentences when forming single words.	Apply correct usage of punctuation for the pronoun I, dates, names and beginning of sentences from lists of words/phrases.	Apply correct usage of punctuation for the pronoun I, dates, names and beginning of sentences when forming simple sentences.	Apply correct usage punctuation pronoun I, dates, names and beginning of sentences when forming complete sentences in most writing.	Apply correct usage of punctuation pronoun I, dates, names and beginning of sentences when forming complex detailed sentences in all writing.
Learning Supports	Punctuation and capitalization chart Word Wall L1 support	Punctuation and capitalization chart Word Wall L1 support	Punctuation and capitalization chart Word Wall		

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: L.K.2.b WIDA ELDS: 1,2 Writing Speaking Reading	Recognize and name end punctuation (e.g., period, question mark).		Identify and name end punctuation and capitalization using an Anchor Charts <i>of punctuation</i> .		VU: Punctuation, period, question mark, exclamation
					LFC: Correct punctuation and mechanics
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Sort punctuation marks into different categories using an Anchor Charts, Partner work, and/or in L1.	Sort punctuation marks into different categories using an Anchor Charts, Partner work, and/or in L1.	Sort punctuation marks into different categories using an Anchor Charts and a Partner work.	Sort punctuation marks into different categories using an Anchor Charts.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify words into categories.
Learning Supports	Anchor Charts Word Wall Partner work L1 support	Anchor Charts Word Wall Partner work L1 support	Anchor Charts Word Wall Partner work	Anchor Charts Word Wall	

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: L.K.2.c WIDA ELDS: 1,2 Writing Listening Reading	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		<u>Demonstrate understanding of oral directions</u> by printing letter(s) for most consonant and short vowel sounds <i>using</i> Letter Tiles <i>and</i> Teacher Modeling.		VU: Print, upper/lower case, letters
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of oral directions by printing letters in L1 and/or understand simple directions with key, high-frequency words.	Demonstrate understanding of complex, oral directions by printing letters in L1 and/or understand simple directions by printing specific upper and lower case letters in English.	Demonstrate understanding of simple, oral directions with key vocabulary words by printing letters.	Demonstrate understanding of multiple, oral directions with key vocabulary words by printing letters.	Demonstrate understanding of multiple, complex oral directions with precise, vocabulary words by printing letters.
Learning Supports	L1 Support Letter Tiles Charts/Posters Teacher Modeling	L1 Support Letter Tiles Charts/Posters Teacher Modeling	Charts/Posters Letter Tiles	Letter Tiles	

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ELA – Kindergarten - Unit 5 – ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: L.K.4.b WIDA ELDS: 1,2 Speaking Reading Listening	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.		<u>Decode</u> words with prefixes and suffixes to determine the meaning of an unknown word using Word Walls <i>and</i> Charts.		VU: Prefixes, suffixes
					LFC: Sentences with words with affixes
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 leveled texts.	Decode key, content-based words with common prefixes and suffixes from texts within leveled text.	Decode content-based words with common prefixes and suffixes in grade-level texts.
Learning Supports	Partner work work Word/Picture Wall Visuals L1 support Gestures Prefix chart Suffix chart	Partner work work Word/Picture Wall Visuals L1 support Prefix chart Suffix chart	Partner work work Word Wall Prefix chart Suffix chart	Partner work work	

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