

The ELD curriculum connects to the ELA curriculum.

Literature Text: Fiction

ELD Standards:

**ELD Standard 1:** English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.

**ELD Standard 2:** English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of Language Arts.

Essential Questions: Why is it valuable to learn to read? How can I make sense of what I am reading?

Timeline	Eligible Content Knowledge & Skills	Reading & Listening	Speaking & Writing	Assessment	Resources
1 <sup>st</sup> MP	<p><b>Literature:</b></p> <p>CC.1.3.K.B Answer questions about key details in a text.</p> <p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p> <p>CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p>	See Template for Foundational Skills and Listening and Speaking.	See Template for Writing and Listening and Speaking.	<ul style="list-style-type: none"> <li>• (Fountas &amp; Pinnell Reading Assessment) – <b><i>This informs our instruction, but generally, the ELD Kindergarten Teacher does not administer this assessment.</i></b></li> <li>• Teacher observation and Checklists</li> <li>• Guided Reading Checklist</li> <li>• Concepts of Print Checklist</li> <li>• Students placing stories in order after listening to the story aloud (sequencing)</li> <li>• Reading A-Z Benchmark Books</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading Lesson Plan</li> <li>• Guided Reading Materials</li> <li>• Reading A to Z Lesson materials</li> <li>• (Reading Closet – Leveled Readers)</li> <li>• Strategy Lessons               <ul style="list-style-type: none"> <li>○ Cross checking</li> <li>○ Getting your mouth ready</li> <li>○ Using the Picture</li> <li>○ Back up and Re Read</li> <li>○ Skip and Word and Come Back</li> <li>○ Re-Tell a Story</li> </ul> </li> </ul>
2 <sup>nd</sup> MP	CC.1.3.K.A With prompting and support, retell familiar stories including key details.				

	<p>CC.1.3.K.F Ask and answer questions about unknown words in a text</p> <p>CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).</p> <p>CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.</p>				<ul style="list-style-type: none"> <li>● Explicit Vocabulary instruction (Word walls, student made dictionaries)</li> <li>● Big Books</li> <li>● Books by Dr. Seuss, Eric Carle, Tomie DiPaola, Lois Elhert, Bill Martin, Mo Willems, Don Freeman, Ezra Jack Keats, Jan Brett</li> <li>● TPR</li> <li>● Idea Spinners</li> </ul> <p>KWL</p>
3 <sup>rd</sup> MP	<p>CC.1.3.K.I Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</p> <p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p>				
4 <sup>th</sup> MP	<p>CC.1.3.K.E Recognize common types of text.</p>				
<p><b>Academic Vocabulary:</b> author, illustrator, illustration, first, next, then, last, front of the book, back of the book, problem, solution, setting, character, event</p>					

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**Informational Text: Non-Fiction**

**ELD Standards:**

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**ELD Standard 2:** English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

**ELD Standard 3:** English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.

**ELD Standard 4:** English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.

**ELD Standard 5:** English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

**Essential Questions: How can I learn new information from what I am reading?**

Timeline	Eligible Content Knowledge & Skills	Reading & Listening	Speaking & Writing	Assessment	Resources
1 <sup>st</sup> MP	<p><b>Informational Text:</b></p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).</p> <p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p>	See Template for Foundational Skills and Listening and Speaking.	See Template for Writing and Listening and Speaking.	<ul style="list-style-type: none"> <li>• (Fountas &amp; Pinnell Reading Assessment) – <b><i>This informs our instruction, but generally, the ELD Kindergarten Teacher does not administer this assessment.</i></b></li> <li>• Teacher observation and Checklists</li> <li>• Research Project (Zoo or Farm Animal)</li> <li>• Lab Report</li> <li>• Science Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Science Experiment (Butterfly Kit, Larva Kit, Planting Seeds)</li> <li>• Farm Field Trip</li> <li>• Library Field Trip</li> <li>• Hibernation Day</li> <li>• Zoo Trip</li> <li>• Pumpkin Patch Field Trip</li> </ul>

<p>2<sup>nd</sup> MP</p>	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.</p>			<ul style="list-style-type: none"> <li>• Written Scientific Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Collection Related to Classroom discussion and experiences.</li> </ul>
<p>3<sup>rd</sup> MP</p>	<p>CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.</p> <p>CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p>				
<p>4<sup>th</sup> MP</p>	<p>CC.1.2.K.C With prompting and support, make a connection</p>				

	<p>between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.</p>				
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**Academic Vocabulary:** hibernation, migration, farm animals (milk the cow, tractor, pig, piglet, cow, calf, horse, foal, sheep, lamb, chicken, hen, chick, egg, etc.), life cycle, chrysalis, caterpillar, pupa, larva, seed, sprout, root, soil, water cycle, insect

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**Foundational Skills**

**ELD Standards:**  
**ELD Standard 2:** English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Essential Questions: How does learning letters and sounds correlate to our understanding of words and reading?**

Timeline	Eligible Content Knowledge & Skills	Reading & Listening	Speaking & Writing	Assessment	Resources
1 <sup>st</sup> MP	CC.1.1.K.A Utilize book handing skills.			<ul style="list-style-type: none"> <li><b><i>DIBELS - This informs our instruction, but generally, the ELD Kindergarten Teacher does not administer this assessment.</i></b></li> </ul>	
2 <sup>nd</sup> MP	CC.1.1.K.B Demonstrate understanding of the organization and basic features of print				<ul style="list-style-type: none"> <li>Fundations Scope and Sequence</li> <li>Words Their Way</li> </ul>

- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print.
- Recognize and name all uppercase and lowercase letters of the alphabet.

CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three phoneme (CVC) words.

- Letter Recognition and Sound Recognition Sheet
- Exit Tickets
- Teacher Observation
- Hand signals
- Choral Responses
- Think – Pair – Share
- Oral Questioning

- Language Experience Approach Lesson Plans
- Heidi Songs
- Sight word Word Rings
- Reading Eggs
- Starfall
- TPR
- Idea Spinners
- KWL

<p>3<sup>rd</sup> MP 4<sup>th</sup> MP</p>	<p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li> <li>• Associate the long and short sounds with common spellings for the five major vowels.</li> <li>• Read grade-level high-frequency sight words with automaticity.</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p>CC.1.1.K.E Read emergent reader text with purpose and understanding</p>				
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**Academic Vocabulary:** alphabet, back cover, book, cover, front cover, date, first name, last name, letter, magazine, movie, newspaper, author, lowercase, uppercase, vowel, beginning consonant, author, beginning consonant, ending consonant, letter-sound relationship, long vowel, lowercase, parts of a book, rhyme, short vowel, sight word, title, title page, uppercase, vowel sound, sky line, plane line, grass line, worm line, Rhyme

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Literature Text: Writing

ELD Standards:

**ELD Standard 2:** English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of Language Arts.

Essential Questions: How can I express yourself in writing, and make meaning for your reader?

Timeline	Eligible Content Knowledge & Skills	Reading & Listening	Speaking & Writing	Assessment	Resources
1 <sup>st</sup> MP  2 <sup>nd</sup> MP	<p>CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation/writing.</p> <p>CC.1.4.K.J Make logical connections between drawing and writing.</p> <p>CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p> <p>CC.1.4.K.N Establish who and what the narrative will be about.</p>			<ul style="list-style-type: none"> <li>• Kid Writing Rubric</li> <li>• Lucy Caulkins Checklists</li> <li>• Teacher observation</li> <li>• Child Self Observation/Self-Checklist</li> <li>• Student conference</li> <li>• Oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Lucy Caulkins Writer’s Workshop Units of Study</li> <li>• Graphic Organizers Cloze Activities</li> </ul>



	<p>CC.1.4.K.O Describe experiences and events.</p> <p>CC.1.4.K.X Write routinely over short time frames.</p> <p>CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>				
3 <sup>rd</sup> MP	<p>CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.</p> <p>CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p> <p>CC.1.4.K.E With prompting and support, illustrate using details</p>				

	<p>and dictate/write using descriptive words.</p> <p>CC.1.4.K.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I.</li> <li>• Recognize and use end punctuation</li> <li>• Spell simple words phonetically.</li> </ul> <p>CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>				
4 <sup>th</sup> MP	<p>CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p> <p>CC.1.4.K.H Form an opinion by choosing between two given topics.</p>				

	<p>CC.1.4.K.I Support the opinion with reasons.</p> <p>CC.1.4.K.J Make logical connections between drawing and writing.</p> <p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p>				
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**Academic Vocabulary:** punctuation (period, question mark, exclamation point), capitalize, upper case, lower case, beginning sound, stretching words, first, next, then, last, spaces (finger space), write across pages, describe

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**Speaking and Listening**

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**Essential Questions: What does it mean to listen to and respond to a discussion or a story?**

Timeline	Eligible Content Knowledge & Skills	Reading & Listening	Speaking & Writing	Assessment	Resources
1 <sup>st</sup> MP	<p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.</p>			<p>Observation</p> <p>Exit ticket</p> <p>Hand signals (thumbs up, thumbs down)</p> <p>Choral response</p> <p>Story retell</p>	<p>Reader's Theater</p> <p>Debriefing</p> <p>Journaling</p> <p>Daily Calendar</p> <p>Morning Meeting</p> <p>Partner Work</p> <p>Social Stories</p> <p>Social Skills Lessons</p>
2 <sup>nd</sup> MP	CC.1.5.K.B Ask and answer questions about key details in a				
3 <sup>rd</sup> MP					

4 <sup>th</sup> MP	text read aloud or information presented orally or through other media.				
<b>Academic Vocabulary:</b> emotion words (happy, angry, scared, afraid, disgusting, curious, surprised, sad, calm), Greeting Vocabulary (Good Morning, How are you?, Good Bye, See you Tomorrow), Expressing Needs (Can I use the bathroom? I need to see the nurse. I feel sick. My throat hurts. My belly hurts.), CUBS rules, cafeteria, and playground vocabulary					

## ***Differentiation for Language Learners for all Levels***

### ***Listening***

<b><i>Proficiency Level 1 Entering</i></b>	<b><i>Proficiency Level 2 Emerging</i></b>	<b><i>Proficiency Level 3 Developing</i></b>	<b><i>Proficiency Level 4 Expanding</i></b>	<b><i>Proficiency Level 5 Bridging</i></b>
Point to text illustrations of objects, characters, or events named orally, following explicit, repeated examples, as modeled and monitored by the teacher.	Match text illustrations based on oral statements or questions with teacher support.	Recreate part of a story from oral descriptions using illustrations or props as part of a group.	Arrange story pictures or events in logical order according to oral directions within a small group.	Organize illustrated words and phrases relating to story events to recreate a story according to descriptive oral discourse.

***Vocabulary and Topic Related Language:*** Character, Setting, First, Next, Last, In the beginning . . .(story), In the middle . . .(story, ) At the end . . .(story), Who, What, Where, When, How

### ***Reading***

<b><i>Proficiency Level 1 Entering</i></b>	<b><i>Proficiency Level 2 Emerging</i></b>	<b><i>Proficiency Level 3 Developing</i></b>	<b><i>Proficiency Level 4 Expanding</i></b>	<b><i>Proficiency Level 5 Bridging</i></b>
Associate pictures with language about story events and characters, following	Find words or icons related to story events or characters in	Match labeled pictures of story events and characters with a partner.	Sort illustrated text about story events and characters	Locate language about story events

explicit, repeated examples, as modeled and monitored by the teacher.	visually supported books with teacher support.		using graphic organizers with a partner.	and characters in illustrated texts.
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**Vocabulary and Topic Related Language:** Character, Setting, First, Next, Last, In the beginning . . .(story), In the middle . . .(story, ) At the end . . .(story), Who, What, Where, When, How

**Speaking**

<b>Proficiency Level 1 Entering</b>	<b>Proficiency Level 2 Emerging</b>	<b>Proficiency Level 3 Developing</b>	<b>Proficiency Level 4 Expanding</b>	<b>Proficiency Level 5 Bridging</b>
Repeat words or simple phrases about key details in text supported by illustrations, following explicit, repeated examples, as modeled and monitored by the teacher.	Complete visually supported phrases from stories in pairs with teacher support.	Describe visually supported characters or events from stories to a partner using a word bank or word wall.	Orally sequence visually supported story events using modeled sequential language in a small group.	Discuss visually supported story events in a small group.

**Vocabulary and Topic Related Language:** Character, Setting, First, Next, Last, In the beginning . . .(story), In the middle . . .(story, ) At the end . . .(story), I think . . ., because . . ., I believe . . ., because . . .

**Writing**

<b>Proficiency Level 1 Entering</b>	<b>Proficiency Level 2 Emerging</b>	<b>Proficiency Level 3 Developing</b>	<b>Proficiency Level 4 Expanding</b>	<b>Proficiency Level 5 Bridging</b>
Depict an experience or event with a drawing, following explicit, repeated examples, as modeled and monitored by the teacher.	Depict experiences using recognizable drawings and symbols or letter like shapes with teacher support.	Write stories and/or experiences through pictures, letters and some words using word wall and visual support.	Write stories and/or experiences through a combination of pictures, words and some phrases working in pairs with visual support.	Write stories and/or experiences through a combination of pictures, words, phrases and short sentences with visual support.

**Vocabulary and Topic Related Language:** Character, Setting, First, Next, Last, In the beginning . . .(story), In the middle . . .(story, ) At the end . . .(story), I think . . ., because . . ., I believe . . ., because . . .

**Instructional Support (scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from English language proficiency level 1 to level 5. “I do, We do, You do”)**

<b><i>Proficiency Level 1 Entering</i></b>	<b><i>Proficiency Level 2 Emerging</i></b>	<b><i>Proficiency Level 3 Developing</i></b>	<b><i>Proficiency Level 4 Expanding</i></b>	<b><i>Proficiency Level 5 Bridging</i></b>
Manipulative materials Visual support Realia Sentence frames Graphic organizers Partner Flexible grouping First language support Re-teaching and/or preteaching Modeling	Manipulative materials Visual support Realia Sentence frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or preteaching Modeling	Manipulative materials Visual support Realia Sentence frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or preteaching Modeling	Manipulative materials Visual support Realia Sentence frame Graphic organizers Word bank Rubrics Checklists Partner Flexible grouping First language support Re-teaching and/or preteaching Modeling Guided model	Manipulative materials Sentence Frames Graphic organizers Word bank Rubrics Checklists Partner Guided model