

# ELD Pacing for Kindergarten wonders

30 minutes daily

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Pre-teach oral vocabulary* (Differentiated Instruction: small groups) ELL Scaffolds: <u>Beginning:</u> use scaffolds <u>Intermediate:</u> Describe <u>Advanced:</u> Discuss</p> <p>Pre-teach ELL vocabulary* ELL Scaffolds: <u>Beginning:</u> use scaffolds <u>Intermediate:</u> Describe <u>Advanced:</u> Discuss</p> <p>Shared writing* (Differentiated Instruction: Small Groups) -I Do -We Do -You Do</p>	<p>Leveled Reader Before, During and After*</p> <p>Review vocab words using routines on back of vocabulary cards ELL Scaffolds: <u>Beginning:</u> use scaffolds <u>Intermediate:</u> Describe <u>Advanced:</u> Discuss</p>	<p>Re-read Leveled Reader Focus on: Fluency, Apply and Retell*</p> <p>Writing Trait* (Differentiated Instruction: Small Groups) -I Do -We Do -You Do</p> <p>Grammar* (Differentiated Instruction: Small Groups) -I Do -We Do -You Do For extra support: Grammar Practice Reproducibles</p>	<p>Re-read leveled reader Complete activities on back cover of reader</p> <p>Review category words* (Differentiated Instruction: Small Groups) -I Do -We Do -You Do</p> <p>Review High Frequency word* (Differentiated Instruction: Small Groups) -I Do -We Do -You Do</p>	<p>If appropriate level up to on grade level reader Before, during and after read portions*</p> <p>And/or</p> <p>Use Literature Big Book retelling cards and prompts to work with students to retell selection</p> <p>Review all vocabulary words (differentiated Instruction: small groups) ELL Scaffolds: <u>Beginning:</u> use scaffolds <u>Intermediate:</u> Describe <u>Advanced:</u> Discuss</p>

\*Teacher directions in the wonders TE in the yellow pages for EL Learners

\*\*use ELL scaffold supplied in TE during whole group instruction

Level	From these Questions	To these questions	Listening/Speaking	Reading	Writing
<b>Level 1- Beginning</b>	<ul style="list-style-type: none"> <li>Point to _____.</li> <li>-Find the _____.</li> <li>-Who has the _____?</li> <li>-Is this a _____?</li> <li>-Give the _____ to _____.</li> </ul>	<ul style="list-style-type: none"> <li>-Yes/No questions</li> <li>-Either/or questions</li> <li>-1 or 2 word responses</li> <li>-Literal questions</li> </ul>	<p>Students use simple words and phrases to:</p> <ul style="list-style-type: none"> <li>-Answer questions</li> <li>-Follow 1 step directions</li> <li>-Retell Information</li> <li>-Demonstrate understanding of basic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Understand basic information read aloud</li> <li>-Participate in scaffold reading</li> <li>-Read aloud simple words and sentences</li> <li>-use illustrations to understand main ideas</li> </ul>	<ul style="list-style-type: none"> <li>-use drawings, single words, and simple phrases to communicate ideas</li> <li>-Label object drawings</li> <li>-write simple sentences with support</li> <li>-write brief narratives</li> </ul>
<b>Level 2- Early Intermediate</b>	<ul style="list-style-type: none"> <li>-Yes/No questions</li> <li>-Either/or questions</li> <li>-1 or 2 word responses</li> <li>-Literal questions</li> </ul>	<ul style="list-style-type: none"> <li>-Tell me about _____</li> <li>-Talk about _____</li> <li>-Describe _____</li> <li>-Explain _____</li> <li>-Retell _____</li> </ul>	<p>Students use simple sentences to:</p> <ul style="list-style-type: none"> <li>-Ask and answer literal questions</li> <li>-Restate and follow multiple step directions</li> <li>-Restate main ideas</li> <li>-Retell a basic sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>-Read basic paragraphs</li> <li>-Identify basic text features</li> <li>-Recognize and correct some errors when reading aloud</li> <li>-Read aloud with pacing, intonation, and expression</li> </ul>	<ul style="list-style-type: none"> <li>-write short paragraphs</li> <li>-use common words in writing</li> <li>-use writing frames</li> <li>-write simple narratives and informational pieces</li> </ul>
<b>Level 3- Intermediate</b>	<ul style="list-style-type: none"> <li>-Tell me about _____</li> <li>-Talk about _____</li> <li>-Describe _____</li> <li>-Explain _____</li> <li>-Retell _____</li> </ul>	<ul style="list-style-type: none"> <li>-why?</li> <li>-How?</li> <li>-Summarize</li> <li>-Give an example</li> <li>-what is your opinion?</li> </ul>	<p>-Students use basic language structures to:</p> <ul style="list-style-type: none"> <li>-Ask and answer questions</li> <li>-Ask and answer inferential questions with support</li> <li>-use academic vocabulary in discussions with support</li> <li>-Explain main ideas and details</li> </ul>	<ul style="list-style-type: none"> <li>-Read grade level text with support</li> <li>-use basic text features</li> <li>-use a dictionary</li> <li>-Recognize and correct errors when reading aloud</li> <li>-Understand academic language with support</li> <li>-Summarize</li> </ul>	<ul style="list-style-type: none"> <li>-write a sequence of events</li> <li>-write paragraphs with support</li> <li>-use note taking</li> <li>-use process writing</li> </ul>
<b>Level 4- Early Advanced</b>	<ul style="list-style-type: none"> <li>-why?</li> <li>-How?</li> <li>-Summarize</li> <li>-Give an example</li> <li>-what is your opinion?</li> </ul>	<ul style="list-style-type: none"> <li>-using evidence from the text explain why/how</li> <li>-what would happen if _____?</li> <li>-How are these the same/different?</li> </ul>	<p>Students use Standard English structures to:</p> <ul style="list-style-type: none"> <li>-Ask and answer inferential questions</li> <li>-Retell information in detail</li> <li>-use simple figurative language and idioms</li> <li>-use academic language in discussions</li> </ul>	<ul style="list-style-type: none"> <li>-Read grade level text</li> <li>-use text features to get information</li> <li>-Understand academic language</li> <li>-Identify grade level elements of literature</li> <li>-Recognize and describe themes</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to grade level writing prompts with support</li> <li>-use writing process</li> <li>-Edit writing</li> </ul>
<b>Level 5- Advanced</b>	<ul style="list-style-type: none"> <li>-using evidence from the text explain why/how</li> <li>-what would happen if _____?</li> <li>-How are these the same/different?</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze why/how</li> <li>-Infer why/how</li> <li>-Analyze cause and effect of _____</li> <li>-Suggest another outcome</li> </ul>	<p>Students use Standard English structures to:</p> <ul style="list-style-type: none"> <li>-vary speaking according to purpose, audience, and topic</li> </ul>	<ul style="list-style-type: none"> <li>-Read grade level text aloud with proper fluency</li> <li>-use text features to get information</li> <li>-Analyze text: themes, plots, literary devices</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to grade level writing prompts</li> <li>-vary writing according to purpose, audience, and topic</li> <li>-write multiple paragraph pieces</li> <li>-use writing process independently</li> <li>-Edit writing</li> </ul>