

Kindergarten - Unit 1 (Trimester 1) – ELL/ESL Scaffold- Revised 2021

*** Refer to the ESL/ELA Pacing guide for specific weekly lessons ***

Introductory lessons

“Welcome to Kindergarten” (first three half days of the school year; [see pacing guide](#))

“Getting Ready to Learn” (first two full weeks of the school year; [see ELA unit titled “Getting Ready to Learn”](#))

****Journey’s Unit Lessons to be followed Trimester 1****

https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ete_9780547977010_/volume1/launch.html

Unit 1, Lessons 1, 2, 3, 4, 5

Unit 2, Lessons 6, 7, 8, 9, 10

Suggested Educational Resources

Reading

<http://readingandwritingproject.org/>

www.jenniferserravallo.com/blog

<http://www.wegivebooks.org/books>

http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

<http://www.sightwords.com/>

www.lindahoyt.com/tips.html

<http://www.readwritethink.org/>

Writing

<http://readingandwritingproject.org/>

<http://www.schrockguide.net/>

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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<http://twowritingteachers.wordpress.com>
www.lindahoyt.com/tips.html
<http://www.readwritethink.org/>
http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

Speaking & Listening

<http://readingandwritingproject.org/>
www.lindahoyt.com/tips.html

Language

<http://readingandwritingproject.org/>
www.lindahoyt.com/tips.html
<http://www.seymoursimon.com/index.php/blog/>

(place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>

Amistad Law

Listen and watch *A Picture Book of Rosa Parks* by David Adler to make a class timeline of Rosa Parks' contributions to the civil rights movement.
 Listen, read and watch *Mirandy and Brother Wind* to define a folktale and complete our own cakewalks.
 Read poems to explore black American history and culture.

Holocaust Law

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Discuss and define discrimination using the text *The Sneetches*.

Discuss and define discrimination and what a bystander is using *Lovable Lyle*.

Discuss what it means to prejudge and stereotype by doing an activity about judging a book by its cover. Then, have each student design the book cover of their favorite book.

LGBTQ+ and Disabilities Law

Listen, read and discuss the gifts of Charlie (and others with disabilities) using the book *My Brother Charlie*.

Read and discuss *Freda the Frog and The Two Mommas Next Door*. Students can use this story to discuss what different families look like, and traits both parents have.

Discuss gender expression and LGBTQ+ perspectives using text *Julián the Mermaid*.

Discuss and brainstorm how kindness can put an end to name-calling. Make a Garden of Kindness to display pictures and write about their own acts of kindness.

Diversity & Inclusion

Investigate the 'I am special' theme using books *Chameleon's Colors* by Chisatro Tashiro and *Fish is Fish* by Leo Lionni.

Read, listen and discuss the story of Luis Soriano using *Biblioburro* text and video below.

Read, listen and discuss *The Legend of Freedom Hill, the story of 2 friends Sophie and Rosabel*.

Standards in Action:

Watch and discuss what climate change is using <https://climatekids.nasa.gov/climate-change-meaning/>. Compile a class list of the gifts the earth provides us.

The Tale of Two Thermometers experiment <https://kidminds.org/how-to-explain-the-greenhouse-effect-to-kids-with-printables/>

Read and discuss *Polar Bear, Why Is Your World Melting?* to discuss greenhouse gasses and global warming.

	Student Learning Objective (SLO)	Language Objective	Language Needed
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SLO: 1 NJSLS: RL.K.1 WIDA ELDS: 2 Reading Listening Speaking NJSLS: RI.K.1 WIDA ELDS: 3,4,5 (depending on content) Reading Listening Speaking	RL.K.1 With prompting and support ask questions about key details in literature and informational text (e.g., who, what, where, when, why, how).		Ask and prompt who, what where, when, why and how regarding details of a text Answer when prompted and use key details from the text		VU: Details, text
	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).		Ask and answer questions about key details when prompting with who, what, where, when, why and how Determine what key details are in a text Understand what key details are Ask and answer questions about key details, with support		LFC: Question words, verb phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.

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Learning Supports	<p>Story Maps https://www.readingrockets.org/strategies/story_maps Pictures Gestures Word/picture wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps Pictures Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps Pictures Word/picture wall</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p>	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 NJSLS: RL.K.3 WIDA ELDS: 2 Reading Speaking	With prompting and support, identify characters, settings, and major events in a story.		Provide a description of characters in a story using key details. Provide a description of the setting of a story using key details. Provide a description of the major events in a story using key details.		VU: Character, setting, person, places
					LFC: Nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify different types of texts after listening to oral descriptions in L1 and/or oral descriptions using single words.	Identify different types of texts after listening to oral descriptions in L1 and/or oral descriptions using short phrases.	Identify different types of texts after listening to simple oral descriptions.	Identify different types of texts after listening to oral descriptions consisting of complete sentences.	Identify different types of texts after listening to detailed oral descriptions.
Learning Supports	Pictures Vocabulary Definitions & Pictures Word/Picture Wall L1 text L1 Supports: Translator/ dictionary Native Language Explanations	Vocabulary Definitions & Pictures Word/Picture Wall Pictures L1 Supports: Translator/ dictionary Native Language Explanations Native Language	Pictures	Pictures	

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	<p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf</p>	<p>Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 3</p> <p>NJSLS: RL.K.5</p> <p>WIDA</p> <p>ELDS: 2</p> <p>Reading</p> <p>Listening</p> <p>Speaking</p> <p>NJSLS: RI.K.5</p> <p>WIDA</p> <p>ELDS: 3,4,5</p>	<p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>RL.K.5:</p> <p>Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text)</p>	<p>VU: Front, back, cover, title, page</p>
	<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	<p>RI.K.5:</p> <p>Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc)</p>	<p>LFC: Comprehension of questions</p>
			<p>LC: Varies by ELP level</p>

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Reading Listening Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to directions in L1 and/or one word directions; e.g., “front”	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to directions in L1 and/or directions given in phrases; e.g., “front of book”	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to the directions given in complete sentences; e.g., “Show me the front of the book”	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to the directions given in complete sentences; e.g., “Show me the front of the book”	Recognize the different types of text and identify the front, back, and title page of a book by pointing to the appropriate book or part after listening to the directions given in complete sentences; e.g., “Show me the front of the book”
Learning Supports	Pictures Vocabulary Definitions & Pictures Word/Picture Wall L1 text L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Vocabulary Definitions & Pictures Word/Picture Wall Pictures L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Pictures	Pictures	

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	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 4 NJSLS: RL.K.6 WIDA ELDS: 2 Reading Speaking Listening	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify the author and illustrator of a story Explain the role of the author and illustrator in creating the text	VU: Author, illustrator LFC: Nouns, verbs, question words LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	Identify the author and illustrator and their roles in L1 and/or using single words or phrases.	Identify the author and illustrator and their roles in L1 and/or using simple phrases.	Identify the author and illustrator and their roles in simple sentences.	Identify the author and illustrator and their roles in expanded sentences.	Identify the author and illustrator and their roles in complex sentences.
Learning Supports	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p> <p>Pictures Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall L1 Supports: Translator/ dictionary Native Language</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p> <p>Pictures Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p> <p>Pictures Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p> <p>Pictures Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall</p>	<p>Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p>

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	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 5 NJSLS: RL.K.7 WIDA ELDS: 2 Reading Speaking	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)	Identify key illustrations of a story. Make clear the relationship between the illustrations and the story or text. Describe how the illustrations explain the story or text, with support.			VU: Relationship, text, illustration LFC: Nouns, pronouns, adjectives LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe relationship between the illustration and text in L1 and/or single words.	Describe relationship between the illustration and text in L1 and/or in phrases and short sentences.	Describe relationship between the illustration and text in simple sentences.	Describe relationship between the illustration and text using expanded and some complex sentences.	Describe relationship between the illustration and text using multiple, complex sentences.

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Learning Supports	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p> <p>Pictures Word wall Word bank Props Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p> <p>Pictures Word wall Word bank Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p> <p>Word wall Word bank Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p> <p>Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall</p>	<p>Story Maps https://www.readingrockets.org/strategies/story_maps</p>
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/ela/ellscaffolding/L1Supports.pdf				
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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 6 NJSLS: RI.K.8 WIDA ELDS: 3,4,5 Reading Speaking Listening	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.		Develop ability to recognize the reasons an author gives to support points in the text.		VU: Persuade, inform entertain (PIE), vocabulary specific to text	
					LFC: Cause and effect transitional phrases	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe the reasons the author gives to support his point of view in L1 and/or using high-frequency, single words in phrases.	Describe the reasons the author gives to support his point of view using L1 and/or using key vocabulary in phrases or short sentences.	Describe the reasons the author gives to support his point of view by using key vocabulary in simple, related sentences.	Describe the reasons the author gives to support his point of view producing key vocabulary in expanded and some complex sentences	Describe the reasons the author gives to support his point of view using precise, vocabulary in multiple, complex sentences.	

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Learning Supports	<p>Partner Work Visuals Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Pictures Word wall Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Word wall Partner Work Visuals Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Partner Work Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 7 NJSLS: RL.K.10 WIDA ELDS: 2</p>	<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Participate in group reading activities</p> <p>Articulate the purpose of the group reading activities</p>	<p>VU: purpose, understanding and answer</p>

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Reading Speaking Listening NJSLS: RI.K.10 WIDA ELDS: 3,4,5 Reading Speaking Listening				Model and develop engaging reading habits that lead to reading texts independently	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.	Answer questions about the text in L1 and/or use simple phrases.	Answer questions about the text in complete sentences.	Answer questions about the text in detailed sentences.	Answer questions about the text in expanded sentences.
Learning Supports	Pictures Word wall Word bank Props Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%20%201,keep%20i	Pictures Word wall Word bank Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%20%201,keep%20in%20mind%20the%2	Word wall Word bank Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall	

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

Kindergarten - Unit 1 (Trimester 1) – ELL/ESL Scaffold- Revised 2021

<p>n%20mind%20the%20target%20language...%20More%20Word/picture wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Otarget%20language...%20More%20Word/picture wall L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 8 NJSLS: RF.K.1 RF.K.1.A RF.K.1.D WIDA ELDS: 2 Reading Listening	RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • Understand basic print features <ul style="list-style-type: none"> – Books have a correct position – Print has specific directionality – Print has meaning and is made up of letters • Track text left to right, top to bottom and page by page • Name all upper and lower case letters 	VU: Trace, left, right, top, bottom, uppercase, lowercase LFC: Commands LC: Varies by ELP level

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions of how to track words from left to right in L1 and/or using key, single words or phrases. Name and identify all upper and lowercase letters of the alphabet in L1 and/or after listening to single word oral directions.	Follow oral directions of how to track words from left to right in L1 and/or using phrases. Name and identify all upper and lowercase letters of the alphabet in L1 and/or after listening to short phrase oral directions.	Follow oral directions of how to track words from left to right using simple sentences. Name and identify all upper and lowercase letters of the alphabet after listening to oral directions	Follow oral directions of how to track words from left to right using some complex sentences. Name and identify all upper and lowercase letters of the alphabet after listening to oral directions with expanded and some complex directions.	Follow oral directions of how to track words from left to right using multiple, complex sentences. Identify and name all upper and lowercase letters of the alphabet after listening to oral directions with multiple, complex sentences.
Learning Supports	Teacher support Reading tracker Leveled text L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellsc	Teacher support Reading tracker Leveled text L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellsc affolding/L1Supports.pdf	Teacher support Reading tracker Leveled text	Reading tracker Leveled text	Leveled text

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Kindergarten - Unit 1 (Trimester 1) – ELL/ESL Scaffold- Revised 2021

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 NJSLS: R.F.K.2 R.F.K.2.A WIDA ELDS: 2 Reading Speaking Listening	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Recognize the differences in syllables, sounds and phonemes (cat, bat, fat).		VU: Rhyme
	RF.K.2.A. Recognize and produce rhyming words.		Identify and produce rhyming words.		LFC: Nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate phonemic awareness by independently producing rhyming words in L1 and/or by repeating nursery rhymes, rhyming picture cards; and/or produce missing words from	Demonstrate phonemic awareness by independently producing rhyming words in L1 and/or by and producing missing rhyming words that match pictures/ photographs.	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.

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	rhymes that match pictures/ photographs.				
Learning Supports	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support Vocabulary Definitions & Pictures Word/Picture Wall Anchor chart of word families</p>	<p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support Vocabulary Definitions & Pictures Word/Picture Wall Anchor chart of word families</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Vocabulary Definitions & Pictures Word/Picture Wall Anchor chart of word families</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/Picture Wall Anchor chart of word families</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Anchor chart of word families</p>

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 NJSLS: R.F.K.4 R.F.K.4.A R.F.K.4.B WIDA ELDS: 2 Reading Speaking	RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.		Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding.		VU: Purpose and understanding
	RF.K.4.A. Read emergent-readers with purpose and understanding.		Demonstrate the ability to use meaning, visuals, and structure to read on-level text fluently with understanding.		LFC: Simple and compound sentences
	RF.K.4.B. Read grade level text for purpose and understanding.				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/grade level reader using key vocabulary in expanded and some complex sentences.	Read with purpose and demonstrate comprehension of an emergent/ grade level reader using precise vocabulary in multiple, complex sentences.

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Learning Supports	Letter cards Picture cards L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Letter cards Picture cards L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Picture cards Letter cards	Letter cards	
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	Student Learning Objective (SLO)	Language Objective	Language Needed			
SLO: 11 NJSLS: W.K.2 WIDA ELDS: 1-5 Writing Speaking	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.	Draw, tell, and write about topics that are well known. • Name what is being written about • Supply additional information about the topic.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9ead3;">VU: Illustrate, write, dictation</td> </tr> <tr> <td style="background-color: #d9ead3;">LFC: Nouns, verbs, pronouns</td> </tr> <tr> <td style="background-color: #d9ead3;">LC: Varies by ELP level</td> </tr> </table>	VU: Illustrate, write, dictation	LFC: Nouns, verbs, pronouns	LC: Varies by ELP level
VU: Illustrate, write, dictation						
LFC: Nouns, verbs, pronouns						
LC: Varies by ELP level						

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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw/write/dictate an informative/ explanatory piece in L1 and/or using content-related, single words using phrase and memorized patterns that represent key ideas.	Draw/write/dictate an informative/ explanatory piece in L1 and/or using general, content based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	Draw/write/dictate an informative/ explanatory piece using key, content based vocabulary in simple sentences using repetitive structures that represent multiple, related ideas	Draw/write/dictate an informative/ explanatory piece using key, content based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Draw/write/dictate an informative/ explanatory piece using precise, content-based vocabulary in multiple, sentences with a variety of grammatical structures.
Learning Supports	<p>Props Pictures Word/picture wall L1 text Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p> <p>L1 Supports: Translator/ dictionary</p>	<p>Props Pictures Word/picture wall L1 text Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p> <p>L1 Supports: Translator/ dictionary</p>	<p>Pictures Word/picture wall Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p>	<p>Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p>	

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	<p>Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 12 NJSLS: W.K.3 WIDA ELDS: 2 Writing	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<p>Tell, draw and write a story about something that happened.</p> <p>Show what happens first.</p> <p>Put the pages in order.</p>			<p>VU: Illustrate, write, beginning, middle, end, reaction</p> <p>LFC: Nouns, verbs, pronouns</p> <p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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<p>Language Objectives</p>	<p>Write the beginning, middle, and end of an event and a reaction in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.</p>	<p>Write the beginning, middle, and end of an event and a reaction in L1 using phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.</p>	<p>Write the beginning, middle, and end of an event and a reaction in using simple sentence that represent multiple, related ideas using repetitive structures and key, content based vocabulary.</p>	<p>Write the beginning, middle, and event of an event and a reaction using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary</p>	<p>Write the beginning, middle, and end of an event and a reaction using clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content based vocabulary.</p>
<p>Learning Supports</p>	<p>Pictures Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/picture wall L1 text Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p>	<p>Pictures Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/picture wall L1 text Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 L1 Supports: Translator/ dictionary</p>	<p>Pictures Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/picture wall Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	<p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 13 NJSLS: W.K.5 WIDA ELDS: 1, 2 Writing Speaking Listening</p>	<p>With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<p>Add details to written stories. Turn and talk to reflect on writing. Use writing partners and teacher conferences to strengthen writing.</p>	<p>VU: Share, detail, edit, revise</p> <hr/> <p>LFC: Simple present, adjectives, nouns</p> <hr/> <p>LC: Varies by ELP level</p>

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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	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	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.s.pdf Word/picture wall Visuals L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Word/picture wall Visuals L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Word/ Picture Wall Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Peer Support		

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 14 NJSLs: W.K.6 WIDA ELDS: 2 Writing Speaking	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	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).	VU: Publish <hr/> LFC: Developmentally appropriate structures and sentences, punctuation marks <hr/> LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	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.
Learning Supports	Word/picture wall Visuals Teacher Modeling Technology & Resources L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Word/picture wall Visuals Teacher Modeling Technology & Resources L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,ke	Word/ Picture Wall Visuals Teacher Modeling Technology & Resources	Word/ Picture Wall Visuals Teacher Modeling Technology & Resources	

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		ep%20in%20mind%20the%20target%20language...%20More%20			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 15 NJSLS: W.K.7 WIDA ELDS: 2 Writing Speaking	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Understand their job and how they will contribute to the project from beginning to end.	VU: Research		
			LFC: Developmentally appropriate structures and sentences, punctuation marks		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

Kindergarten - Unit 1 (Trimester 1) – ELL/ESL Scaffold- Revised 2021

Language Objectives	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.
Learning Supports	Word/picture wall Visuals Teacher Support Jigsaw Teacher Modeling L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Word/picture wall Visuals Teacher Support Jigsaw Teacher Modeling L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sente	Word/ Picture Wall Visuals Teacher Modeling Jigsaw Peer Support	Word/ Picture Wall Visuals Teacher Modeling Jigsaw	Jigsaw

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

Kindergarten - Unit 1 (Trimester 1) – ELL/ESL Scaffold- Revised 2021

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 16 NJSLS: W.K.8 WIDA ELDS: 1,2 Writing Speaking	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Use information provided and/or recall their own background knowledge on the topic to answer research questions, with prompting and support.	VU: Research, narrative LFC: Developmentally appropriate structures and sentences, punctuation marks LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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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	Word/picture wall Visuals Teacher Support Storyboard Teacher Modeling L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Word/picture wall Visuals Teacher Support Storyboard Teacher Modeling L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sente	Word/ Picture Wall Visuals Teacher Modeling Storyboard Peer Support	Word/ Picture Wall Visuals Teacher Modeling Storyboard	Jigsaw

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Kindergarten - Unit 1 (Trimester 1) – ELL/ESL Scaffold- Revised 2021

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 17 NJSLS: SL.K.1 SL.K.1.A WIDA ELDS: 1,2 Speaking Listening	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Participate in a variety of rich structured conversations about grade appropriate topics and texts.	VU: Questions, answers		
	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).	Follow agreed upon rules for listening to others and taking turns speaking about topics and texts	LFC: Asking and telling sentences		
			LC: Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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Language Objectives	Discuss a topic in L1 and/or answer questions yes/no or either/or questions and repeat simple memorized phrases and sentences in English.	Discuss a topic in L1 and/or answer questions in short phrases with general vocabulary words related to the topic in English.	Answer explicit questions and make a short conversation, using simple sentences with general and some specific language. Produce statements and ask questions with visual and interactive support.	Discuss a topic in conversational format in complete sentences using specific and some content-based language related to the topic. Produce statements and ask questions with props.	Discuss a topic in extended conversations in detailed sentences using content-based language related to the topic. Produce statements and ask questions with props.
Learning Supports	Manipulatives Word/ Picture Wall Native Language Discussion Native Language Text Visuals L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Manipulatives Word/ Picture Wall Native Language Discussion Native Language Text Visuals L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Manipulatives Word/ Picture Wall Native Language Discussion Visuals	Manipulatives Word Wall Native Language Discussion	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 NJSLS: SL.K.2 WIDA ELDS: 1, 2 Speaking Listening	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.		Ask and answer questions about a text read aloud or information through other media to better student understanding. Practice asking questions for clarification.		VU: Check understanding, details
					LFC: Confirming questions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.
Learning Supports	Pictures Cue cards Word/picture wall L1 text Props L1 Supports: Translator/ dictionary Native Language	Pictures Cue cards Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20	Pictures Cue cards Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20	

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	<p>Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>ep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall L1 text L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>mind%20the%20target%20language...%20More%20 Word/picture wall</p>	<p>20the%20target%20language...%20More%20</p>	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 NJSLS: S.L.K.3 WIDA ELDS: 1, 2 Speaking Listening	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		Use strategies for asking questions that are on a topic. Use strategies for understanding and answering questions asked of them.		VU: Ask, answer, clarify
					LFC: Question words and structures
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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 clear and coherent writing.
Learning Supports	Pictures Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Pictures Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Pictures Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf	
	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:tex	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:tex	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing		

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 20 NJSLS: S.L.K.4 WIDA ELDS: 1, 2 Listening Speaking	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		Describe familiar people. Tell about familiar places. Describe memorable events. Explain familiar events. Report facts and details about an experience.		VU: Colors, shapes, sizes	
					LFC: Nouns, pronouns, adjectives	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using single words. Identify pictures/ photographs of nouns or objects based on oral descriptions in L1 and/or using single words with general vocabulary related to the objects in English and/or non-verbally by	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using phrases and short sentences. Identify pictures/ photographs of nouns or objects based on oral descriptions in L1 and/or using simple sentences with general and some specific vocabulary related to the nouns/objects.	Describe familiar people, places, and things and provide additional information, when prompted, using simple sentences that represent multiple, related ideas. Identify pictures/ photographs of nouns or objects based on oral descriptions using simple sentences with general and some specific vocabulary related to the nouns/objects.	Describe familiar people, places, and things and provide additional information, when prompted, using expanded and some complex sentences. Identify pictures/ photographs of nouns or objects based on oral descriptions using detailed sentences of varied lengths with specific and some content-based	Describe familiar people, places, and things and provide additional information, when prompted, using multiple, complex sentences. Identify pictures/photographs of nouns or objects based on oral descriptions using complete, detailed sentences of varied lengths and types, using content based vocabulary related to the nouns	

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	pointing to stated pictures/ photographs			vocabulary related to the nouns.	
Learning Supports	Props Pictures Prompts Word/picture wall Leveled text L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20	Props Pictures Prompts Word/picture wall Leveled text L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20	Props Pictures Prompts Word/picture wall Leveled text	Pictures Word/picture wall Leveled text	Leveled text

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 NJSLS: S.L.K.5 WIDA ELDS: 1, 2 Listening Speaking	Add drawings or other visual displays to descriptions as desired to provide additional detail.		Construct drawings or gather other visual media when describing. Present information to others, using appropriate visual displays to add detail.		VU: Draw, illustrate
					LFC: Adjectives, nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	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.
Learning Supports	Teacher model Props Pictures Word/picture wall Leveled text L1 Supports: Translator/ dictionary Native Language Explanations Native Language	Teacher model Props Pictures Word/picture wall Leveled text L1 Supports: Translator/ dictionary Native Language Explanations Native Language	Teacher model Props Pictures Word/picture wall Leveled text	Pictures Word/picture wall Leveled text	Leveled text

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	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf	Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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SLO: 22 NJSLS: S.L.K.6 WIDA ELDS: 1, 2 Speaking Listening	Speak audibly and express thoughts, feelings, and ideas clearly.		Express thoughts and feelings and ideas. Speak audibly to naturally express ideas.		VU: Thoughts, feelings, interview LFC: Adjectives, nouns LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives 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.
Learning Supports	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Props Gestures Pictures Word/picture wall	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Props Gestures Pictures Word/picture wall Sentence Frames	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf Pictures Word/picture wall Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frame	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Graphic Organizer	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

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	<p>Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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SLO: 23 NJSLS: L.K.1. L.K.1.B. L.K.1.D. L.K.1.E. WIDA ELDS: 1,2 Speaking Writing	L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		Utilize formal grammar and usage of spoken and written Standard English.		VU: High frequency nouns, verbs, and prepositions
	L.K.1.B. Use frequently occurring nouns and verbs.		Use frequently occurring nouns and verbs correctly.		LFC: Use of nouns, verbs and prepositions adjectives
	L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		Understand and use question words (e.g., who, what, where, when, why, how) appropriately. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express ideas in L1 and/or using single word with L1 support in English.	Express ideas in L1 and/or using short phrases with L1 support in English.	Express ideas using simple sentences with general and some specific vocabulary related to the shared activities.	Express ideas using detailed sentences of varied lengths with specific and some content-based vocabulary related to the activities.	Express ideas with nouns, verbs and propositions independently using complete, detailed sentences of varied lengths and types, using content based vocabulary related to the activities.
Learning Supports	Pictures Manipulatives Word/Picture Wall Prompts Songs/Chants	Pictures Manipulatives Word/Picture Wall Prompts Songs/Chants	Pictures Manipulatives Word/Picture Wall Prompts Songs/Chants	Pictures Manipulatives Word/Picture Wall Prompts	

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	Gestures L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Gestures L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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SLO: 24 NJSLS: L.K.5 L.K.5.A WIDA ELDS: 1, 2 Speaking Listening	L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.		Explore word relationships and nuances in word meaning.		VU: Categorize, classify, sort
	L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		Categorize common objects. Sort common objects.		LFC: Understand and follow commands, directions
			Draw conclusions about the category representations.		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions to classify objects into categories of size, color and shape in L1 and/or follow simple oral directions of single words or gestures.	Follow oral directions to classify objects into categories of size, color and shape in L1 and/or follow simple oral phrasal directions, which have formulaic structures.	Follow simple oral directions which have repetitive grammatical structures, to classify objects into categories of size, color and shape.	Follow complex, oral directions, which have a variety of grammatical structures, to classify objects into categories of size, color and shape.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify objects into categories of size, color, and shape.
Learning Supports	Teacher model Pictures Partner work L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Teacher model Pictures Partner work L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Teacher model Pictures Partner work	Partner work	

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. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

Kindergarten - Unit 1 (Trimester 1) – ELL/ESL Scaffold- Revised 2021

	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 NJSLS: L.K.6 WIDA ELDS: 1,2 Listening Speaking Reading	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		Listen, share and read a variety of texts. Highlight. Use new words and phrases when writing, reading and responding to texts.		VU: Retell, vocabulary related to text being read
					LFC: Recitation of language structures in text being read
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply common words acquired through reading and read alouds in L1 using common single words.	Apply common words and phrases in L1 using common phrases and short sentences.	Apply common words and phrases acquired through reading and read alouds using simple sentences.	Apply common words and phrases acquired through reading and read alouds using expanded and some complex sentences.	Apply common words and phrases acquired through reading and read alouds multiple, complex sentences.
Learning Supports	Visuals Realia Gestures L1 Supports: Translator/ dictionary Native Language Explanations Native Language	Visuals Realia Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,k	Visuals Realia	Visuals	

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	<p>Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf</p>	<p>eeep%20in%20mind%20the%20target%20language...%20More%20</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf</p>			
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