

Kindergarten - Unit 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

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

****Journey's Unit Lessons to be followed Trimester 2****

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

Unit 3, Lessons 11, 12, 13, 14, 15

Unit 4, Lessons 16, 17, 18, 19, 20

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/>

<http://twowritingteachers.wordpress.com>

www.lindahoyt.com/tips.html

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

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

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

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

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.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

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 gases and global warming.

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 1 NJSLS: RL.K.1 WIDA ELDS: 2 Reading Listening	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
			LFC: Question words, verb phrases
			LC: Varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

Speaking NJSLS: RI.K.1 WIDA ELDS: 3,4,5 (depending on content) Reading Listening Speaking	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		
	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.
Learning Supports	Story Maps https://www.readingrockets.org/strategies/story_maps Pictures Gestures Word/picture wall L1 Supports:	Story Maps https://www.readingrockets.org/strategies/story_maps Pictures Sentence Frames	Story Maps https://www.readingrockets.org/strategies/story_maps Pictures Word/picture wall	Story Maps https://www.readingrockets.org/strategies/story_maps	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	<p>Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p> <p>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>Word/picture wall</p> <p>L1 Supports:</p> <p>Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
--	---	--	--	--	--

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 NJSLs: RL.K.3 WIDA ELDS: 2 Reading Speaking Listening NJSLs: RI.K.3 WIDA ELDS: 3,4,5 (depending on content) Reading Speaking Listening	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.		Provide a description of characters in a story using key details.		VU: Characters, places, time, events
	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.		Provide a description of the setting of a story using key details.		LFC: Sequence words, verb phrases. Character traits
			Provide a description of the major events in a story using key details.		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and describe the main characters and setting of a story or main events in L1 and/or using single words, sequence words and simple phrases in English.	Identify and describe the main characters and setting of a story or the main events in L1 and/or, using simple phrases and simple sentences in English with some sequence words and general vocabulary related to the story.	Identify and describe the main characters and setting of a story or the main events using simple sentences with sequence words, general and some specific vocabulary related to the story.	Identify and describe the main characters and setting of a story or the main events using detailed sentences of varied lengths with sequence words and some technical vocabulary related to the story.	Identify and describe the main characters and setting of a story or the main events using complete, detailed sentences of varied lengths and types, using sequence words and specialized vocabulary related to the story.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

<p>Learning Supports</p>	<p>Pictures Story Map https://www.readingrockets.org/strategies/story_maps Vocabulary Definitions & Pictures 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>Vocabulary Definitions & Pictures Word/Picture Wall Pictures L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf Story Map https://www.readingrockets.org/strategies/story_maps</p>	<p>Pictures Story Map https://www.readingrockets.org/strategies/story_maps Word/picture Wall</p>	<p>Pictures Story Map https://www.readingrockets.org/strategies/story_maps</p>	
--------------------------	--	---	--	---	--

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 NJSLS: RI.K.4 WIDA ELDS: 3,4,5 (depending on content) Reading Speaking Listening	With prompting and support, ask and answer questions about unknown words in a text.		Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content. Use strategies when faced with an unknown word.		VU: Connected to text being read, strategy, checklist
					LFC: Understand directions of how to use checklist/ strategies
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about the meaning of content based words in L1 and/or general and content based words in leveled texts by using pictures to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in L1 and/or general and content based words in leveled texts by using pictures, schemata and cognates to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in a leveled text by using context clues and schemata to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in a grade level text by using context clues and schemata to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in a grade level text by using context clues and schemata to determine the meaning of unknown words.
Learning Supports	Picture Dictionary Story Map	Vocabulary Definitions & Pictures Word/Picture Wall Picture Dictionary	Picture Dictionary Story Map https://www.readingrockets.org/strategies/story_maps	Picture Dictionary Story Map	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	<p>https://www.readingrockets.org/strategies/story_maps Vocabulary Definitions & Pictures Word/Picture Wall L1 text 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>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/picture Wall</p> <p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>https://www.readingrockets.org/strategies/story_maps Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	
--	---	---	--	--	--

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 4 NJSLS: RI.K.6 WIDA ELDS: 3,4,5 (depending on content) Reading Speaking Listening	Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text.		Identify the author and illustrator of a story. Explain the role of the author and illustrator in creating the text.		VU: Author, illustrator	
					LFC: Tell what an author and illustrator do, present tense	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
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.	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

Learning Supports	<p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Teacher Support</p> <p>Prompts</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>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Teacher Support</p> <p>Prompts</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>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Teacher Support</p> <p>Prompts</p>	<p>Anchor Writing Charts https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</p> <p>Teacher Support</p>	
-------------------	---	---	---	--	--

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 NJSLS: RI.K.7 WIDA ELDS: 3,4,5 (depending on content) Reading Speaking Listening	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		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: Connection, relationship, vocabulary needed to describe illustrations
					LFC: Present tense, adjectives, subject-verb agreement
					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.
Learning Supports	Pictures Word wall Props Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20	Pictures Word wall Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20	Word wall Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	ting%20Sentence%20Fra mes%20%201.keep%20i n%20mind%20the%20ta rget%20language...%20 More%20 L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/edu cation/modelcurriculum /ela/ellscaffolding/L1Sup ports.pdf	ep%20in%20mind%20the%20 Otarget%20language...%20M ore%20 L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/educati on/modelcurriculum/ela/ells caffolding/L1Supports.pdf	mind%20the%20target%20lan guage...%20More%20	20the%20target%20langua ge...%20More%20	
--	--	--	--	---	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	----------------------------------	--------------------	-----------------

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

SLO: 6 NJSLS: RL.K.10 WIDA ELDS: 2 Reading Speaking Listening NJSLS: RI.K.10 WIDA ELDS: 3,4,5 Reading Speaking Listening	RL.K.10. Actively engage in group reading activities with purpose and understanding.		Participate in group reading activities Articulate the purpose of the group reading activities Model and develop engaging reading habits that lead to reading texts independently		VU: purpose, understanding and answer
	RI.K.10. Actively engage in group reading activities with purpose and understanding.				LFC: Question words, verb phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer questions about the text in L1 and/or answer yes/no questions.	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	Pictures Word wall Word bank Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20	Word wall Word bank Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	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	mes.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	20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall	201,keep%20in%20mind%20the%20target%20language...%20More%20 Word/picture wall	
--	--	--	--	---	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	----------------------------------	--------------------	-----------------

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

SLO: 7 NJSLS: RF.K.1 RF.K.1.B RF.K.1.C RF.K.1.D WIDA ELDS: 2 Reading Listening Speaking Writing	RF.K.1. Demonstrate understanding of the organization and basic features of print.	RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1.C.Understand that words are separated by spaces in print	RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	Recognize that print has meaning and is made up of letters in a specific order. Recognize that spaces separate the words. Recognize specific words in a sentence or text. Name all upper and lower case letters.	VU: Alphabet, word, space, upper and lower case, specific words from text
						LFC: C Understand directions and recognize words
						LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to an oral question in L1 and/or using single words and gestures. Follow oral directions of how to track words from left to right in L1 and/or using key, single words or phrases.	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to an oral question in L1 and/or using phrases. Follow oral directions of how to track words from left to right in L1 and/or using phrases.	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to an oral question. Follow simple oral directions with repetitive grammatical structures to identify spaces in print (word boundaries).	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to complex, oral questions. Follow two-step directions to identify spaces in print (word boundaries).	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to multiple, complex oral questions Follow multiple directions to identify spaces in print (word boundaries).	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

SLO: 8 NJSLS: R.F.K.2 R.F.K.2.A R.F.K.2.B R.F.K.2.C WIDA ELDS: 2 Reading Speaking Listening	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Identify and produce rhyming words. Demonstrate knowledge of syllables in a word.		VU: Rhyming words, clap, syllables, tap, blend, beginning, middle, final
	RF.K.2.A. Recognize and produce rhyming words.		Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words).		LFC: Understand directions and recognize phonemes
	RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words				LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate phonemic awareness by producing rhyming words in L1 and/or by repeating nursery rhymes, rhyming pictures; and/or produce rhymes that match pictures Count the syllables in L1 and/or a CVC familiar word by repeating and clapping out sounds. Orally segment sounds in a CVC familiar word.	Demonstrate phonemic awareness by producing rhyming words in L1 and/or by producing missing rhyming words that match pictures. Count the syllables in L1 and/or a CVC word by repeating and clapping out sounds. Orally segment sounds in a CVC grade-level word.	Demonstrate phonemic awareness by identifying and producing rhyming words in nursery rhymes. Count one-syllable words in English by clapping syllables. Orally produce sounds in a CVC content based familiar word.	Demonstrate phonemic awareness by producing rhyming words from known patterns. Count one and two syllable words in by clapping out words. Orally produce sounds in CVC nonsense words	Demonstrate phonemic awareness by producing rhyming words from known and unknown patterns. Count one and two syllable words by clapping words independently. Orally produce sounds in CVC nonsense and unfamiliar words

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

Learning Supports	<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 Picture Word Cards Sound-symbol chart Letter Tiles Teacher Modeling</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 Picture Word Cards Sound-symbol chart Letter Tiles</p>	<p>Vocabulary Definitions & Pictures Word/Picture Wall Picture Word Cards Sound-symbol chart Letter Tiles</p>	<p>Word/Picture Wall Picture Word Cards Sound-symbol chart Letter Tiles</p>	<p>Letter Tiles</p>
-------------------	---	---	---	--	---------------------

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	---	---------------------------	------------------------

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

SLO: 9 NJSLS: R.F.K.3 R.F.K.3.A R.F.K.3.C WIDA ELDS: 2 Reading Speaking	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		Use specific strategies for decoding words, including letter sound correspondence.		VU: High frequency words, vocabulary associated with the letter sounds
	RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.		Associate a letter with a sound and apply these sounds when decoding words.		LFC: Understand directions and recognize phonemes
	RF.K.3.C. Read high-frequency and sight words with automaticity.		Identify common high-frequency words by sight in isolation and also in a text.		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce sounds for consonants in L1 and/or demonstrate understanding of modeling and simple oral directions to produce primary sound of each consonant. Identify and repeat high frequency words by highlighting them in selected text.	Produce sounds for consonants in L1 and/or demonstrate understanding of simple oral directions to produce primary sound of each consonant. Identify and orally read aloud high frequency words.	Demonstrate understanding of two step oral directions by producing most frequently used sounds for each consonant. Identify and orally read aloud high frequency words in leveled text.	Demonstrate understanding of multi-step oral directions by producing most frequently used sounds for each consonant. Identify and orally read aloud high frequency words in and out of context by reading them in leveled text.	Demonstrate understanding of multi-step oral directions by producing most frequently used sounds for each consonant. Identify and read high-frequency words in and out of context by identifying and reading them in grade level text.
Learning Supports	L1 Supports: Translator/ dictionary Native Language	L1 Supports: Translator/ dictionary Native Language	Vocabulary Definitions & Pictures Word/Picture Wall	Word/Picture Wall Leveled Text	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support Vocabulary Definitions & Pictures Word/Picture Wall Teacher Modeling Leveled Text Highlight	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support Vocabulary Definitions & Pictures Word/Picture Wall Leveled Text Highlight	Leveled Text		
--	---	---	--------------	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	---	---------------------------	------------------------

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

SLO: 10 NJSLS: R.F.K.4 R.F.K.4.A R.F.K.4.B WIDA ELDS: 2 Reading	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.
Learning Supports	Letter cards Picture cards L1 Supports: Translator/ dictionary Native Language	Letter cards Picture cards L1 Supports: Translator/ dictionary Native Language	Picture cards Letter cards	Letter cards	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	----------------------------------	--------------------	-----------------

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

SLO: 11 NJSLS: W.K.1 WIDA ELDS: 2 Writing Reading	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		Express opinion or likes and dislikes about a topic or book. State an opinion or preference. Dictate thinking and/or illustrate ideas and write ideas. Choose self-selected topics. Begin to develop ability to support opinion or preference with a reason.		VU: Opinion, prefer, reason, vocabulary associated with text being read
					LFC: Transitional phrases to express opinion
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or use content related, single words in phrase or memorized patterns that represent key ideas.	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Draw a picture and write/dictate an opinion about a chosen topic using key, content-based vocabulary in simple sentences using repetitive structures that represent multiple, related ideas.	Draw a picture and write/dictate an opinion about a chosen topic using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Draw a picture and write/dictate an opinion about a chosen topic using multiple sentences with a variety of grammatical structures and precise, content based vocabulary.
Learning Supports	Props Pictures Word/picture wall L1 text Sentence Frames	Props Pictures Word/picture wall L1 text Sentence Frames	Pictures Word/picture wall Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.h	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	<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.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>http://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/l1supports.pdf</p>	<p>tml#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p>	<p>Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</p>	
--	--	---	--	--	--

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO: 12 NJSLS: W.K.3 WIDA ELDS: 2 Writing Speaking	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.		Tell, draw and write a story about something that happened. Show what happens first. Put the pages in order.		VU: Illustrate, write, beginning, middle, end, reaction	
					LFC: Nouns, verbs, pronouns	
					LC: Varies by ELP level	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

Language Objectives	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.	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.	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.	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	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.
Learning Supports	<p>Pictures Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</p> <p>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</p> <p>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:</p>	<p>Pictures Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>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</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>	<p>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	rget%20language...%20More%20 L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
--	--	---	--	--	--

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 NJSLS: W.K.5 WIDA ELDS: 1, 2 Writing Speaking Listening	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).		Add details to written stories. Turn and talk to reflect on writing. Use writing partners and teacher conferences to strengthen writing.		VU: Share, detail, edit, revise
					LFC: Simple present, adjectives, nouns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Revise writing by exchanging ideas about a topic by responding in L1 and/or to wh – questions in English and add one-word or picture details to writing.	Revise writing by exchanging ideas about a topic by responding in L1 and/or in short phrases to add one or two word details to writing.	Revised writing by exchanging ideas by speaking in simple sentences in order to add details about a topic.	Revised writing by exchanging ideas by speaking in complete sentences in order to add details about a topic.	Revise writing by exchanging ideas by speaking in complex sentences in order to add details about a topic.
Learning Supports	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Grap	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Grap	Word/ Picture Wall Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/Grap		

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	hicOrganizersWorksheet.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	caffolding/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	olding/GraphicOrganizersWorksheets.pdf Peer Support		
--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	---	---------------------------	------------------------

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

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
					LFC: Developmentally appropriate structures and sentences, punctuation marks
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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	Word/picture wall Visuals Teacher Modeling Technology & Resources L1 Supports: Translator/ dictionary Native Language Explanations	Word/ Picture Wall Visuals Teacher Modeling Technology & Resources	Word/ Picture Wall Visuals Teacher Modeling Technology & Resources	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	<p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> <p>Sentence Frames</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>			
--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>SLO: 15</p> <p>NJSLS: W.K.7</p> <p>WIDA ELDS: 2</p> <p>Writing</p>	<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>Understand their job and how they will contribute to the project from beginning to end.</p>	<p>VU: Research</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

Speaking					LFC: Developmentally appropriate structures and sentences, punctuation marks
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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	Word/picture wall Visuals Teacher Support Jigsaw Teacher Modeling L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions	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 in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	<p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>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,keep%20in%20mind%20the%20target%20language...%20More%20</p>			
--	---	---	--	--	--

	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.	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #f2cbcb;">VU: Research, narrative</td> </tr> <tr> <td style="background-color: #f2cbcb;">LFC: Developmentally appropriate structures and sentences, punctuation marks</td> </tr> </table>	VU: Research, narrative	LFC: Developmentally appropriate structures and sentences, punctuation marks
VU: Research, narrative					
LFC: Developmentally appropriate structures and sentences, punctuation marks					

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

						LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Recall an event to answer questions in L1 and/or answer yes/no questions by using illustrations or single words.	Recall an event and answer questions in L1 and/or use illustrations and phrases to complete Sentence Frame.	Recall an event and answer questions using key vocabulary in a series of simple sentences.	Recall a well elaborated event and answer questions using key vocabulary in expanded sentences.	Recall a well elaborated event and answer questions using precise vocabulary in multiple, complex sentences.	
Learning Supports	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	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 Modeling Storyboard Peer Support	Word/ Picture Wall Visuals Teacher Modeling Storyboard	Jigsaw	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	/ela/ellscaffolding/L1Supports.pdf	<p>Sentence Frames</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>			
--	---	---	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 17 NJSLS: SL.K.1 SL.K.1.A SL.K.1.B 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: Reflect, take turns, conversation
	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: Developmentally appropriate structures and sentences
	SL.K.1.B. Continue a conversation through multiple exchanges.	Engage in collaborative conversations, developing skills in active listening and group discussion (e.g., book clubs, buddy reading, partner writing, literature circles).	LC: Varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in a conversational format in L1 and/or answer yes/no or either/or questions and repeat simple memorized phrases and sentences in English.	Ask and answer questions in a conversational format in L1 and/or use phrases and short sentences that represent ideas with formulaic structures and general, content based vocabulary	Ask and answer questions in a conversational format using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Ask and answer questions in a conversational format using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary	Ask and answer questions in a conversational format using multiple, complex sentences with a variety of grammatical structures and precise, content based vocabulary.
Learning Supports	<p>Pictures Word/ Picture Wall Cue Cards L1 Text Props 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/ Picture Wall Cue Cards L1 Text Props 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/ Picture Wall Cue Cards Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20201,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%20201,keep%20in%20mind%20the%20target%20language...%20More%20</p>	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

--	--	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed		
SLO: 18 NJSLS: SL.K.2 WIDA ELDS: 2 Speaking Listening Reading	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

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

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	<p>Pictures Cue cards Word/picture wall L1 text Props 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 Cue cards 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 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>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%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>	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

--	--	--	--	--	--

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 NJSLS: S.L.K.3 WIDA ELDS: 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#:~:text=%20steps%20for%20writing	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20steps%20for%20writing	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20steps%20for%20writing		

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	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

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	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

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 NJSLS: S.L.K.5 WIDA ELDS: 1, 2 Listening Speaking Writing	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	Teacher model Props Pictures Word/picture wall Leveled text L1 Supports: Translator/ dictionary Native Language Explanations	Teacher model Props Pictures Word/picture wall Leveled text	Pictures Word/picture wall Leveled text	Leveled text

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf	Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf			
--	---	---	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
--	----------------------------------	--------------------	-----------------

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

SLO: 22 NJSLS: S.L.K.6 WIDA ELDS: 1, 2 Speaking Listening Writing	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/GraphicOrganizersWorksheet.pdf Props Gestures Pictures	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 Pictures Word/picture wall Sentence Frames	Sentence Frames https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,kleep%20in%20mind%20the%20target%20language...%20More%20	Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	<p>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 L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 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>Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	
--	--	--	--	--	--

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 NJSLS: L.K.1. L.K.1.A 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, and verbs, express, question words, prepositions
	L.K.1.A. Print many upper- and lowercase letters.		Distinguish between uppercase and lowercase letters.		LFC: Developmentally appropriate sentences
	L.K.1.B. Use frequently occurring nouns and verbs.		Print a variety uppercase and lowercase letters.		LC: Varies by ELP level
	L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).		Use frequently occurring nouns and verbs correctly.		
	L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in shared language activities using nouns, verbs, prepositions and regularly formed plurals in L1 and/or using single words or phrases. Write uppercase and lowercase letters in L1 and/or print specific letters in English.	Participate in shared language activities using nouns, verbs, prepositions and regularly formed plurals in L1 and/or in phrases and short sentences. Write uppercase and lowercase letters in L1 and/or print specific upper and lower case letters in English.	Communicate using nouns, verbs, prepositions and regularly formed plurals in simple, related sentences. Write uppercase and lowercase letters by using key, content based vocabulary words.	Communicate using nouns, verbs, prepositions and regularly formed plurals in expanded and some complex sentences. Write uppercase and lowercase letters by using content-based vocabulary words.	Communicate clearly and coherently using nouns, verbs, prepositions and regularly formed plurals in multiple, complex sentences. Write uppercase and lowercase letters by using content-based vocabulary words.

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

Learning Supports	Pictures Songs/Chants Partner Work L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Pictures Partner Work Songs/Chants L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Pictures Songs/Chants Partner Work	Songs/Chants	
-------------------	--	--	--	--------------	--

	Student Learning Objective (SLO)	Language Objective	Language Needed
SLO: 24 NJSLS: L.K.5 L.K.5.B	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. Relate nouns and verbs to their antonyms.	VU: High frequency nouns, and verbs, express, question words, prepositions

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

WIDA ELDS: 1, 2 Speaking Writing	L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).				LFC: Developmentally appropriate sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions to classify words into categories in L1 and/or follow simple oral directions of single words or gestures. Make connections between frequently occurring verbs and adjectives to their antonyms in L1 and/or using pictures and single words in phrase patterns.	Follow oral directions to classify words into categories in L1 and/or follow simple oral phrasal directions. Make connections between frequently occurring verbs and adjectives to their antonyms in L1 and/or using pictures and phrases or short sentences that represent a word and its opposite.	Follow simple oral directions, which have repetitive grammatical structures, to classify words into categories. Make connections between frequently occurring verbs and adjectives to their antonyms using multiple, simple sentences.	Follow complex, oral directions, which have a variety of grammatical structures, to classify words into categories. Make connections between frequently occurring verbs and adjectives to their antonyms using expanded and some complex sentences.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify words into categories. Make connections between frequently occurring verbs and adjectives to their antonyms using multiple, complex sentences.
Learning Supports	Teacher model Pictures Partner work Songs/Chants L1 Supports:	Teacher model Pictures Partner work Songs/Chants	Teacher model Pictures Partner work Songs/Chants	Partner work Songs/Chants	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
--	---	--	--	--	--

	Student Learning Objective (SLO)	Language Objective	Language Needed			
SLO: 25 NJSLS: L.K.6 WIDA ELDS: 1,2 Speaking Writing	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.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #f2cbcb;">VU: Retell, vocabulary related to text being read</td> </tr> <tr> <td style="background-color: #f2cbcb;">LFC: Recitation of language structures in text being read</td> </tr> <tr> <td style="background-color: #f2cbcb;">LC: Varies by ELP level</td> </tr> </table>	VU: Retell, vocabulary related to text being read	LFC: Recitation of language structures in text being read	LC: Varies by ELP level
VU: Retell, vocabulary related to text being read						
LFC: Recitation of language structures in text being read						
LC: Varies by ELP level						

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

	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 Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf	Visuals Realia 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 Native Language Explanations Native Language Discussions Native Language Texts	Visuals Realia	Visuals	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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 2 – Trimester 2 - ELL/ESL Scaffold- Revised 2021

		https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf			
--	--	---	--	--	--

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated in 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.