

## ***Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021***

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

**\*\*Journey's Unit Lessons to be followed Trimester 3\*\***

[https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ete\\_9780547977010\\_/volume1/launch.html](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ete_9780547977010_/volume1/launch.html)

Unit 5, Lessons 21, 22, 23, 24, 25

Unit 6, Lessons 26, 27, 28, 29, 30

### **Suggested Educational Resources**

#### **Reading**

<http://readingandwritingproject.org/>

[www.jenniferserravallo.com/blog](http://www.jenniferserravallo.com/blog)

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

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_reading](http://www.nwp.org/cs/public/print/resource_topic/teaching_reading)

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

[www.lindahoyt.com/tips.html](http://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.lindahoyt.com/tips.html)

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

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_writing](http://www.nwp.org/cs/public/print/resource_topic/teaching_writing)

#### **Speaking & Listening**

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

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<http://readingandwritingproject.org/>  
[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

### Language

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

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### 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
<b>SLO: 1</b> NJSLS: RL.K.1 WIDA ELDS: 2 Reading Listening Speaking  NJSLS: RI.K.1 WIDA	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	<b>VU:</b> Details, text  <b>LFC:</b> Question words, verb phrases
	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	<b>LC:</b> Varies by ELP level

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ELDS: 3,4,5 (depending on content) Reading Listening Speaking	Ask and answer questions about key details, with support				
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
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 <a href="https://www.readingrockets.org/strategies/story_maps">https://www.readingrockets.org/strategies/story_maps</a> Pictures Gestures Word/picture wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language	Story Maps <a href="https://www.readingrockets.org/strategies/story_maps">https://www.readingrockets.org/strategies/story_maps</a> Pictures Sentence Frames <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%</a>	Story Maps <a href="https://www.readingrockets.org/strategies/story_maps">https://www.readingrockets.org/strategies/story_maps</a> Pictures Word/picture wall	Story Maps <a href="https://www.readingrockets.org/strategies/story_maps">https://www.readingrockets.org/strategies/story_maps</a>	

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	<p>Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">20in%20mind%20the%20target%20language...%20More%20</a></p> <p>Word/picture wall</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 2</b> NJSLS: RL.K.2 WIDA ELDS: 2 Reading Listening  NJSLS: RI.K.2 WIDA ELDS: 3,4,5 Reading Listening Speaking	RL.K.2. With prompting and support, retell familiar stories, including key details		Retell a familiar story, putting key details in a sequential order.		<b>VU:</b> Details, vocabulary specific to text
	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.		Identify the main topic of a text.  Retell key details in a text.		<b>LFC:</b> Question words, verb phrases
			Name or illustrate some of the details about the topic.		<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
Language Objectives	Retell a familiar story by answering “WH-” questions related to the story using single words or in L1.	Retell a familiar story by answering “WH- ”questions using simple phrases and simple sentences or in L1.	Retell a familiar story in complete sentences with general and some specific language related to the story.	Retell a familiar story in detailed sentences using specific and some content-based language as well as complex structures related to the story.	Retell a familiar story in detailed sentences using specific and content-based language as well as complex structures related to the story.

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<p>Learning Supports</p>	<p>Pictures Word/picture wall Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Sentence Frames <a href="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">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</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Pictures Sentence Frames <a href="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">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</a> Word/picture wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pictures Word/picture wall Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Sentence Frames <a href="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">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</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 3</b> NJSLS: RI.K.3 WIDA ELDS: 3,4,5 Reading Speaking Listening	RI.K.3.With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.		Explain two individuals, events, ideas or information are linked together.  Describe how the individuals or ideas are the same or different.		<b>VU:</b> same or different, connected
					<b>LFC:</b> Subject, verb agreement, transitional phrases
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
Language Objectives	Describe how two individuals, events, ideas or information are the same and or different in L1 and/or using single words, simple phrases in English.	Describe how two individuals, events, ideas or information are the same and or different in L1 and/or, using simple phrases and simple sentences in English with general vocabulary related to the story.	Describe how two individuals, events, ideas or information are the same and or different using simple sentences with general and some specific vocabulary related to the story.	Describe how two individuals, events, ideas or information are the same and or different using detailed sentences of varied lengths with specific and some technical vocabulary related to the story.	Describe how two individuals, events, ideas or information are the same and or different using complete, detailed sentences of varied lengths and types, using specialized vocabulary related to the story.

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Learning Supports	<p>Pictures Vocabulary Definitions &amp; Pictures Word/Picture Wall L1 text <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Vocabulary Definitions &amp; Pictures Word/Picture Wall Pictures <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Sentence Frames <a href="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">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</a></p>	<p>Pictures Word/picture Wall  L1 Text  Sentence Frames <a href="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">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</a></p>	Pictures	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 4</b> NJSLS: RL.K.4 WIDA ELDS: 2 Reading Speaking Listening  NJSLS: RI.K.4 WIDA ELDS: 3,4,5 Reading Speaking Listening	RL.K.4 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.		<b>VU:</b> Vocabulary specific to text
	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.		Use strategies when faced with an unknown word.		<b>LFC:</b> What does ___ mean? I don't understand"
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
Language Objectives	Ask and answer questions about the meaning of content based words in L1 and/or answer Choice questions about high frequency, unknown words in a	Ask and answer questions about the meaning of content based words in L1 and/or answer questions about key words in a leveled text using pictures, phrases and short sentences.	Ask and answer questions about the meaning of key, words in a leveled text using simple, related sentences.	Ask and answer questions about the meaning of key, unknown words in a grade-level text using expanded and some complex sentences.	Ask and answer questions about the meaning of unknown words in a grade-level text using multiple, complex sentences.

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	leveled text using single words and short phrases.				
Learning Supports	<p>Picture Dictionary Story Map <a href="https://www.readingrockets.org/strategies/story_maps">https://www.readingrockets.org/strategies/story_maps</a></p> <p>Vocabulary Definitions &amp; Pictures Word/Picture Wall L1 text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Vocabulary Definitions &amp; Pictures Word/Picture Wall Picture Dictionary <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p> <p>Story Map <a href="https://www.readingrockets.org/strategies/story_maps">https://www.readingrockets.org/strategies/story_maps</a></p> <p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Picture Dictionary Story Map <a href="https://www.readingrockets.org/strategies/story_maps">https://www.readingrockets.org/strategies/story_maps</a></p> <p>Word/picture Wall</p> <p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p>Picture Dictionary Story Map <a href="https://www.readingrockets.org/strategies/story_maps">https://www.readingrockets.org/strategies/story_maps</a></p> <p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	

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[la/ellscaffolding/L1Supports.pdf](#)

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 5</b> NJSLS: RL.K.7 WIDA ELDS: 2 Reading Speaking Listening  NJSLS: RI.K.7 WIDA ELDS: 3,4,5 Reading Speaking Listening	RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		Identify key illustrations of a story.  Make clear the relationship between the illustrations and the story or text.  Describe how the illustrations explain the story or text, with support.		<b>VU:</b> Illustration, picture, vocabulary specific to text
	RI.K.7. 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).				<b>LFC:</b> Subject-verb agreement, transitional phrases
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
Language Objectives	Describe connections between the illustration and text in L1 and/or single words.	Describe connections between the illustration and text in L1 and/or in phrases and short sentences.	Describe connections between the illustration and text in simple sentences.	Describe connections between the illustration and text using expanded and some complex sentences.	Describe connections between the illustration and text using multiple, complex sentences.

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Learning Supports	<p>Pictures Word wall Props Sentence Frames <a href="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">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</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pictures Word wall Sentence Frames <a href="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">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</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Word wall Sentence Frames <a href="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">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</a></p>	<p>Sentence Frames <a href="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">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</a></p>	
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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 6</b> NJSLS: RL.K.9 WIDA ELDS: 2 Reading Speaking Listening  NJSLS: RI.K.9 WIDA ELDS: 3,4,5 Reading Speaking Listening	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		Compare similarities and differences in character’s experiences within a story.		<b>VU:</b> Compare, contrast, vocabulary specific to text
	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		Discuss similarities and differences between two texts on the same topic.		<b>LFC:</b> Compare and contrast transitional phrases: but, same, both
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
Language Objectives	Compare and contrast the experiences of characters in stories using L1 and/or using single words, pictures and gestures.  Compare and contrast two texts on the same topic using L1 and/or	Compare and contrast the experiences of characters using L1 and/or using phrases and short sentences.  Compare and contrast two texts on the same topic using L1 and/or using	Compare and contrast the experiences of characters in leveled stories with pictures using key vocabulary in simple, related sentences.  Compare and contrast two texts on the same topic using key vocabulary in simple, related sentences.	Compare and contrast the experiences of characters in leveled stories using key vocabulary in expanded and some complex sentences.  Compare and contrast two texts on the same	Compare and contrast the experiences of characters in stories using precise vocabulary in multiple, complex sentences  Compare and contrast two texts on the same topic using precise vocabulary in multiple, complex sentences.

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	using single words, pictures and gestures.	phrases and short sentences.		topic using key vocabulary in expanded and some complex sentences.	
Learning Supports	<p>Pictures Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> Partner Work Choice Questions Word wall Sentence Frames <a href="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">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</a> Word/picture wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>Pictures Word wall Sentence Frames <a href="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">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</a> Word/picture wall Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> Partner Work <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Word wall  Word/picture wall Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> Partner Work Pictures</p>	<p>Word/picture wall Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a> Partner Work Pictures</p>	<p>Venn Diagram <a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p>

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	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

<b>SLO: 7</b> 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		<b>VU:</b> purpose, understanding and answer
	RI.K.10. Actively engage in group reading activities with purpose and understanding.				<b>LFC:</b> Question words, verb phrases
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
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 <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20</a>	Word wall Word bank Sentence Frames <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20</a>	Sentence Frames <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20</a>	

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	<a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%20%201,keep%20in%20mind%20the%20target%20language...%20More%20">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</a> Word/picture wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">mes.html#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</a> Word/picture wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">20Writing%20Sentence%20Frames%20%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</a> Word/picture wall	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">201,keep%20in%20mind%20the%20target%20language...%20More%20</a> Word/picture wall	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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<b>SLO: 8</b> NJSLS: RF.K.1 RF.K.1.B RF.K.1.D  WIDA ELDS: 2 Reading Listening Speaking Writing	RF.K.1. Demonstrate understanding of the organization and basic features of print.		Recognize that print has meaning and is made up of letters in a specific order.		<b>VU:</b> Alphabet, word, space, upper and lower case, specific words from text
	RF.K.1.C. Understand that words are separated by spaces in print		Recognize specific words in a sentence or text.		<b>LFC:</b> C Understand directions and recognize words
	RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		Name all upper and lower case letters.		<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
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.	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.	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to an oral question.	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to complex, oral questions.	Demonstrate that print represents the spoken language and name and identify all upper and lower case letters in response to multiple, complex oral questions
Learning Supports	Teacher support Teacher Modeling Partner Work Letter Cards	Teacher support Letter Cards Teacher Modeling Partner Work	Teacher support Letter Cards Teacher Modeling Partner Work	Letter Cards	Letter Cards

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

<b>SLO: 9</b> NJSLS: R.F.K.2 R.F.K.2.A R.F.K.2.B R.F.K.2.C R.F.K.2.D R.F.K.2.E  WIDA ELDS: 2 Reading Speaking Listening	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Recognize the differences in syllables, sounds and phonemes (cat, bat, fat).		<b>VU:</b> Rhyming words, clap, syllables, tap, blend, beginning, middle, final
	RF.K.2.A. Recognize and produce rhyming words.	RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.	Identify and produce rhyming words.		<b>LFC:</b> Understand directions and recognize phonemes, nouns
	RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words	RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. <sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)	Demonstrate knowledge of syllables in a word.  Isolate and produce the initial, medial and final sounds in three-phoneme words (CVC words).  Demonstrate CVC knowledge by isolating and pronouncing initial, medial, and final sounds.		<b>LC:</b> Varies by ELP level
RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.			Name the sound for each letter in a CVC word and then blend sounds to make a word.  Create new one-syllable words by adding or substituting phonemes.		
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
Language Objectives	Count the syllables in L1 and/or a CVC familiar word by repeating and clapping out sounds. Demonstrate phonemic awareness by producing rhyming words in L1	Count the syllables in L1 and/or a CVC word by repeating and clapping out sounds. Demonstrate phonemic awareness by producing rhyming words in L1 and/or	Count the syllables words in English by clapping out words. Demonstrate phonemic awareness by identifying rhyming words in nursery rhymes.	Count one and two syllable words in by clapping out words. Demonstrate phonemic awareness by producing rhyming words from known patterns.	Count one and two syllable words by clapping words independently. Demonstrate phonemic awareness by independently producing rhyming words.

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	and/or by repeating nursery rhymes, rhyming pictures. Orally segment sounds in L1 and/or in an English CVC familiar word.	by producing missing rhyming words that match pictures. Orally segment sounds in L1 and/or in an English CVC known word.	Orally produce sounds in a CVC familiar word.	Orally produce sounds in CVC nonsense words.	Orally produce sounds in CVC nonsense and unfamiliar words.
Learning Supports	<p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support</a>            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Teacher Modeling            Picture/ Word Cards            Letter Tiles</p>	<p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support</a>            Vocabulary Definitions &amp; Pictures            Word/Picture Wall            Picture /Word Cards            Letter Tiles</p>	Vocabulary Definitions & Pictures Word/Picture Wall Picture/ Word Cards Letter Tiles	Word/Picture Wall Picture Word Cards Letter Tiles	

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 10</b> NJSLS: R.F.K.3 R.F.K.3.C R.F.K.3.D  WIDA ELDS: 2 Reading Speaking Listening	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		Identify common high-frequency words by sight in isolation and also in a text.		<b>VU:</b> High frequency words, vocabulary associated with the letter sounds
	RF.K.3.C. Read high-frequency and sight words with automaticity.		Compare similarly spelled words by identifying letter sounds that differ.		<b>LFC:</b> Understand directions and recognize phonemes
	RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).				<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce sounds for vowels in L1 and/or demonstrate understanding of modeling and simple oral directions to produce primary sound of each short and long vowel. Identify and repeat high frequency words by highlighting them in selected text.	Produce sounds for vowels in L1 and/or demonstrate understanding of simple oral directions to produce primary sound of each short and long vowel. Identify and orally read aloud high frequency words.	Demonstrate understanding of two step oral directions by producing most frequently used sounds for each short and long vowel. Identify and orally read aloud high frequency words in text.	Demonstrate understanding of multi-step oral directions by producing most frequently used sounds for each short and long vowel. Identify and orally read aloud high frequency words in and out of context by reading them in text.	Demonstrate understanding of multi-step oral directions by producing most frequently used sounds for each short and long vowel. Identify and read high-frequency words in and out of context by identifying and reading them in grade level text.

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Learning Supports	<p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support</a>          Vocabulary Definitions &amp; Pictures          Word/Picture Wall          Phonics cards          Leveled Text          Highlight</p>	<p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Support</a>          Vocabulary Definitions &amp; Pictures          Word/Picture Wall          Phonics cards          Highlight</p>	<p>Vocabulary Definitions &amp; Pictures          Word/Picture Wall          Phonics cards</p>	<p>Word/Picture Wall          Phonics cards</p>	
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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 11</b> 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.		<b>VU:</b> 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.		<b>LFC:</b> Simple and compound sentences
	RF.K.4.B. Read grade level text for purpose and understanding.				<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
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	Letter cards Picture cards	Picture cards Letter cards	Letter cards	

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	<p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><b>L1 Supports:</b>          Translator/ dictionary          Native Language Explanations          Native Language Discussions          Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

<b>SLO: 12</b> 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.		<b>VU:</b> Opinion, prefer, reason, vocabulary associated with text being read
					<b>LFC:</b> Transitional phrases to express opinion
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
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 <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.h">https://www.k5chalkbox.com/how-to-use-sentence-frames.h</a>	Sentence Frames <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20</a>	

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	<p><a href="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">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</a></p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="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">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</a></p> <p><b>L1 Supports:</b>            Translator/ dictionary            Native Language Explanations            Native Language Discussions            Native Language Texts  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p> <p><a href="http://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/l1supports.pdf">http://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/l1supports.pdf</a></p>	<p><a href="http://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">tml#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</a></p>	<p><a href="http://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">Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</a></p>	
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**Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021**

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 13</b> NJSLS: W.K.2 WIDA ELDS: 1-5 Writing Speaking	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Draw, tell, and write about topics that are well known.  Name what is being written about  Supply additional information about the topic.	<b>VU:</b> Illustrate, write, dictation
			<b>LFC:</b> Nouns, verbs, pronouns
			<b>LC:</b> Varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw/write/dictate an informative/ explanatory piece in L1 and/or using content-related, single words using phrase and memorized patterns that represent key ideas.	Draw/write/dictate an informative/ explanatory piece in L1 and/or using general, content based vocabulary in phrases and short sentences using formulaic sentence patterns that represent key ideas.	Draw/write/dictate an informative/ explanatory piece using key, content based vocabulary in simple sentences using repetitive structures that represent multiple, related ideas	Draw/write/dictate an informative/ explanatory piece using key, content based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Draw/write/dictate an informative/ explanatory piece using precise, content-based vocabulary in multiple, sentences with a variety of grammatical structures.
Learning Supports	<p>Props Pictures Word/picture wall L1 text Sentence Frames <a href="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">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</a></p> <p><b>L1 Supports:</b> Translator/ dictionary</p>	<p>Props Pictures Word/picture wall L1 text Sentence Frames <a href="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">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</a></p> <p><b>L1 Supports:</b> Translator/ dictionary</p>	<p>Pictures Word/picture wall Sentence Frames <a href="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">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</a></p>	<p>Sentence Frames <a href="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">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</a></p>	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 14</b> 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.	<b>VU:</b> Share, detail, edit, revise  <b>LFC:</b> Simple present, adjectives, nouns  <b>LC:</b> Varies by ELP level

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

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

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	<a href="/ela/ellscaffolding/L1Supports.pdf">/ela/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 15</b> 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).	<b>VU:</b> Publish  <b>LFC:</b> Developmentally appropriate structures and sentences, punctuation marks  <b>LC:</b> Varies by ELP level		
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## **Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021**

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

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
<b>SLO: 16</b> NJSLS: W.K.7 WIDA ELDS: 2 Writing Speaking	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		Understand their job and how they will contribute to the project from beginning to end.		<b>VU:</b> Research	
					<b>LFC:</b> Developmentally appropriate structures and sentences, punctuation marks	
					<b>LC:</b> Varies by ELP level	
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

Language Objectives	Participate in shared research project by answering questions in L1 and/or answer yes/no questions by using illustrations or single words.	Participate in shared research project by answering questions in L1 and/or use illustrations and phrases to complete Sentence Frame.	Participate in shared research project by answering questions using key vocabulary in a series of simple sentences.	Participate in shared research project by answering questions using key vocabulary in expanded sentences.	Participate in shared research project by answering questions using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/picture wall Visuals Teacher Support Jigsaw Teacher Modeling <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Word/picture wall Visuals Teacher Support Jigsaw Teacher Modeling <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a> Sentence Frames <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sente">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing%20Sente</a>	Word/ Picture Wall Visuals Teacher Modeling Jigsaw Peer Support	Word/ Picture Wall Visuals Teacher Modeling Jigsaw	Jigsaw

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 17</b> 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.	<b>VU:</b> Research, narrative  <b>LFC:</b> Developmentally appropriate structures and sentences, punctuation marks  <b>LC:</b> Varies by ELP level		
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

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

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 18</b> 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.	<b>VU:</b> 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	<b>LFC:</b> 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).	<b>LC:</b> Varies by ELP level		
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## **Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021**

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 <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pictures Word/ Picture Wall Cue Cards L1 Text Props <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pictures Word/ Picture Wall Cue Cards Sentence Frames <a href="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">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</a></p>	<p>Sentence Frames <a href="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">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</a></p>	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 19</b> 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.		<b>VU:</b> Check understanding, details
					<b>LFC:</b> Confirming questions
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
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.

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

Learning Supports	<p>Pictures Cue cards Word/picture wall L1 text Props <b>L1 Supports:</b> Translator/ dictionary Native Language     Explanations Native Language     Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pictures Cue cards Sentence Frames <a href="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%20ore%20">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%20ore%20</a> Word/picture wall L1 text <b>L1 Supports:</b> Translator/ dictionary Native Language     Explanations Native Language     Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Pictures Cue cards Sentence Frames <a href="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">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</a> Word/picture wall</p>	<p>Sentence Frames <a href="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">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</a></p>	
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## ***Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021***

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 20</b> 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.		<b>VU:</b> Ask, answer, clarify
					<b>LFC:</b> Question words and structures
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Pictures Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Pictures Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>	
	Sentence Frames <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=-sentence-frames.html#:~:text=">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=-sentence-frames.html#:~:text="                 </a>	Sentence Frames <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text="                 </a>	Sentence Frames <a href="https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing">https://www.k5chalkbox.com/how-to-use-sentence-frames.html#:~:text=%20Steps%20for%20Writing</a>		

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	<p><a href="#">ml#:~:text=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</a> Word/picture wall</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">t=%20Steps%20for%20Writing%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</a> Word/picture wall</p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="#">%20Sentence%20Frames%20%201,keep%20in%20mind%20the%20target%20language...%20More%20</a> Word/picture wall</p>		
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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 21</b> 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.		<b>VU:</b> Colors, shapes, sizes
					<b>LFC:</b> Nouns, pronouns, adjectives
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
Language Objectives	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using single words. Identify pictures/ photographs of nouns or objects based on oral descriptions in L1 and/or using single words with general vocabulary related to the objects in English and/or non-verbally by	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using phrases and short sentences. Identify pictures/ photographs of nouns or objects based on oral descriptions in L1 and/or using simple sentences with general and some specific vocabulary related to the nouns/objects.	Describe familiar people, places, and things and provide additional information, when prompted, using simple sentences that represent multiple, related ideas. Identify pictures/ photographs of nouns or objects based on oral descriptions using simple sentences with general and some specific vocabulary related to the nouns/objects.	Describe familiar people, places, and things and provide additional information, when prompted, using expanded and some complex sentences. Identify pictures/ photographs of nouns or objects based on oral descriptions using detailed sentences of varied lengths with specific and some content-based	Describe familiar people, places, and things and provide additional information, when prompted, using multiple, complex sentences. Identify pictures/photographs of nouns or objects based on oral descriptions using complete, detailed sentences of varied lengths and types, using content based vocabulary related to the nouns

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## Kindergarten - Unit 3 – Trimester 3 - 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 <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a> Sentence Frames <a href="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">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</a>	Props Pictures Prompts Word/picture wall Leveled text <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a> Sentence Frames <a href="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">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</a>	Props Pictures Prompts Word/picture wall Leveled text	Pictures Word/picture wall Leveled text	Leveled text

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>SLO: 22</b> 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.		<b>VU:</b> Draw, illustrate
					<b>LFC:</b> Adjectives, nouns
					<b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
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 <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Teacher model Props Pictures Word/picture wall Leveled text <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Teacher model Props Pictures Word/picture wall Leveled text	Pictures Word/picture wall Leveled text	Leveled text

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell/scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell/scaffolding/L1Supports.pdf</a>	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell/scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell/scaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

<b>SLO: 23</b> 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.		<b>VU:</b> Thoughts, feelings, interview  <b>LFC:</b> Adjectives, nouns  <b>LC:</b> Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
	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.
Learning Supports	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</a> Props Gestures Pictures	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Props Gestures Pictures Word/picture wall	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> Pictures Word/picture wall Sentence Frames	Sentence Frames <a href="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">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</a>	Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a>

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	<p>Word/picture wall Sentence Frames <a href="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">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</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Sentence Frames <a href="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">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</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p><a href="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">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</a></p>	<p>Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p>	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 24</b> NJSLS: L.K.1. L.K.1.A L.K.1.B L.K.1.C L.K.1.D L.K.1.E L.K.1.F WIDA ELDS: 1,2	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.	<b>VU:</b> High frequency nouns, and verbs, express, question words, prepositions  <b>LFC:</b> Nouns, plurals with –s, –es, question format
	L.K.1.A. Print many upper- and lowercase letters.	Use frequently occurring nouns and verbs correctly.	
	L.K.1.B. Use frequently occurring nouns and verbs.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
	L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Distinguish between uppercase and lowercase letters.	
		Print a variety uppercase and lowercase letters.	

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## **Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021**

Speaking Writing	<p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p>		<p>Understand and use question words (e.g., who, what, where, when, why, how) appropriately.</p> <p>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>Produce and expand complete sentences in shared language activities.</p>		LC: Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
Language Objectives	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

Learning Supports	Pictures Songs/Chants Partner Work <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Pictures Partner Work Songs/Chants <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Pictures Songs/Chants Partner Work	Songs/Chants	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 25</b> NJSLS: L.K.2. L.K.2.A L.K.2.B L.K.2.C L.K.2.D	L.K.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	Write a sentence.	<b>VU:</b> Sentence, capitalization, punctuation
	L.K.2.A. Capitalize the first word in a sentence and the pronoun  L.K.2.B. Recognize and name end punctuation.	Demonstrate convention in one’s own writing: capitalization.  Demonstrate convention in one’s own writing: end punctuation.	<b>LFC:</b> Mechanics of writing and phonics

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

WIDA ELDS: 1,2 Speaking Writing	L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Demonstrate convention: produce phonemes in one’s own writing.	Demonstrate convention: show understanding of basic phonics when writing.	LC: Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>		
Language Objectives	Identify the correct capital letter for the pronoun I, and beginning of sentences and end punctuation. Demonstrate understanding of basic phonics in L1 and/or simple C-V-C words.	Apply and identify the correct capital letter for the pronoun I, and beginning of sentences and end punctuation marks from lists of words/phrases. Demonstrate understanding of basic phonics in L1 and/or simple C-V-C words	Apply the correct capital letter for the pronoun I, and beginning of sentences and end punctuation marks when forming simple sentences. Demonstrate understanding of phonics when writing simple sentences.	Apply correct usage of capitalization for pronoun I, and beginning of sentences and end punctuation marks when forming complete sentences in most writing. Demonstrate understanding of phonics when writing expanded sentences.	Apply correct usage of capitalization for pronoun I, and beginning of sentences and end punctuation marks when forming complex sentences in all writing. Demonstrate understanding of phonics when writing complex sentences.		
Learning Supports	<b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Pictures Partner Work Songs/Chants <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Capitalization reference sheet <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a>	Capitalization reference sheet <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a>	Capitalization reference sheet <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a>		

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p> <p>Capitalization reference sheet <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Word Wall</p> <p>Partner Work</p>	<p>Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p> <p>Capitalization reference sheet <a href="https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf">https://gato-docs.its.txstate.edu/jcr:38feeb84-441a-4f68-b65c-d556c0b26499/Reference%20Sheet%20on%20Punctuation%20and%20Capitalization.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Word Wall</p> <p>Partner Work</p>	<p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Word Wall</p> <p>Partner Work</p>	<p><a href="#">%20Punctuation%20and%20Capitalization.pdf</a></p> <p>Anchor Writing Charts <a href="https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/">https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/</a></p> <p>Word Wall</p> <p>Partner Work</p>	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 26</b> NJSLS: L.K.4 L.K.4.A L.K.4.B  WIDA ELDS: 1, 2 Speaking	L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Identify new meanings for familiar words.  Apply new meanings to familiar words accurately.  Use frequently occurring affixes as clues to define unknown words	<b>VU:</b> Multiple meaning words
			<b>LFC:</b> Use verbs with suffixes correctly – ed, ing, -s
			<b>LC:</b> Varies by ELP level

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Writing	L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify everyday familiar words and objects with new, varied meanings in L1 and/or by using gestures, pictures or single word in English. Decode high frequency words with common prefixes and suffixes.	Identify everyday familiar words and objects with new, varied meanings using L1 and/or using Gestures, pictures, and phrases in English. Decode known words with common prefixes and suffixes used in phrases.	Identify everyday familiar words and objects with new, varied meanings using pictures and simple, related sentences. Decode familiar, content based words with common prefixes and suffixes from texts.	Identify everyday familiar words and objects with varied meanings using expanded and some complex sentences. Decode key, content based words with common prefixes and suffixes from texts within texts.	Identify everyday familiar words and objects with varied meanings using multiple, complex sentences. Decode content-based words with common prefixes and suffixes in texts.
Learning Supports	Manipulatives Pictures Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Manipulatives Pictures Word/Picture Wall <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts	Manipulatives Pictures Word/Picture Wall	Manipulatives Word/Picture Wall	

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>SLO: 27</b> NJSLS: L.K.5 L.K.5.C L.K.5.D WIDA ELDS: 1, 2	L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.  L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Explore word relationships and nuances in word meanings.  Connect words to real-life situations.  Explore variations of verbs.	<b>VU:</b> Vocabulary with “shades of meaning”

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Speaking Writing	L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.				LFC: Use verbs accurately with their nuances (walk, march, strut)
					LC: Varies by ELP level
	<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
Language Objectives	Describe nouns with adjectives in L1 and/or high-frequency nouns with adjectives in memorized phrases and short sentences. Describe shades of meaning among verbs in L1 and/or state the same general action using single words.	Describe nouns with adjectives in L1 and/or general nouns in phrases and short sentences with formulaic structures. Describe shades of meaning among verbs using L1 and/or describe the same general action with short phrases.	Describe nouns with adjectives using key vocabulary in simple sentences with repetitive grammatical structures. Describe shades of meaning among verbs describing the same general action using simple related sentences with repetitive structures.	Describe nouns with adjectives using key vocabulary in expanded and some complex sentences with a variety of grammatical structures. Describe shades of meaning among verbs using complex sentences.	Describe nouns with adjectives using precise vocabulary in multiple, complex sentences with a variety of grammatical structures. Describe shades of meaning among verbs using multiple, complex sentences.
Learning Supports	Teacher model Pictures Partner work Songs/Chants <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language	Teacher model Pictures Partner work Songs/Chants <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	Teacher model Pictures Partner work Songs/Chants	Partner work Songs/Chants	

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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

	Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>	Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>SLO: 28</b> 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%;"> <tr> <td style="background-color: #f2cbcb;"><b>VU:</b> Retell, vocabulary related to text being read</td> </tr> <tr> <td style="background-color: #f2cbcb;"><b>LFC:</b> Recitation of language structures in text being read</td> </tr> </table>	<b>VU:</b> Retell, vocabulary related to text being read	<b>LFC:</b> Recitation of language structures in text being read
<b>VU:</b> Retell, vocabulary related to text being read					
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## Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021

					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply common words acquired through reading and read alouds in L1 using common single words.	Apply common words and phrases in L1 using common phrases and short sentences.	Apply common words and phrases acquired through reading and read alouds using simple sentences.	Apply common words and phrases acquired through reading and read alouds using expanded and some complex sentences.	Apply common words and phrases acquired through reading and read alouds multiple, complex sentences.
Learning Supports	Visuals Realia Gestures <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf</a>	Visuals Realia Sentence Frames <a href="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">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</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions	Visuals Realia	Visuals	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, activate and/or build background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts that students will need to be successful and emphasize these points throughout the lessons. In addition, ELLs may need additional processing time when responding to questions. It is important for ELLs to have an opportunity to practice the academic language before answering before the whole group, so Turn and Talk, Think/Pair/Share and small group activities are effective strategies that build academic language.

**Kindergarten - Unit 3 – Trimester 3 - ELL/ESL Scaffold- Revised 2021**

		Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a>			
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