

ELL SCAFFOLD- CCSS

COUNTING & CARDINALITY

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: K.CC.1 WIDA ELDS: 3 Speaking	Count by ones up to 10		Recite orally the numbers 1-10 in order <i>using</i> Songs/Chants , Manipulatives and <i>prompting</i> .		VU: Count, number words <hr/> LFC: Pronunciation of correct phonemes, single words <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Recite orally the numbers 1-10 in L1 and/or use Gestures and point to numbers during the song or chant.	Recite orally the numbers 1-10 in L1 and/or use Gestures and number cards.	Recite orally the numbers 1-10 with some mispronunciation of number words.	Recite orally the numbers 1-10 with minimal mispronunciation of number words.
Learning Supports	Manipulatives Native language support Teacher Support Songs/Chants	Manipulatives Native language support Teacher Support Songs/Chants	Manipulatives Teacher Support Songs/Chants	Manipulatives Songs/Chants	Manipulatives Songs/Chants

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: K.CC.1 WIDA ELDS: 3 Speaking	Count to 30 by ones and tens.		Recite orally the numbers to 30 by ones and tens using Ten-Frame , Manipulatives and Prompts .		VU: Count, number words, by tens, by ones LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recite orally the numbers to 30 by ones and tens in L1 and/or repeat stated numbers.	Recite orally the numbers to 30 by ones and tens in L1 and/or with some mispronunciation or repeating stated numbers.	Recite orally the numbers to 30 by ones and tens with some mispronunciation of number words.	Recite orally the numbers to 30 by ones and tens with minimal mispronunciation of number words.	Recite orally the numbers to 30 by ones and tens with proper pronunciation of number words.
Learning Supports	Manipulatives L1 text and/or support Teacher Prompting/Support Ten-Frame Songs/Chants	Manipulatives L1 text and/or support Teacher Prompting/Support Ten-Frame Songs/Chants	Manipulatives Teacher Prompting/Support Ten-Frame Songs/Chants	Manipulatives Ten-Frame Songs/Chants	Manipulatives Songs/Chants

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: K.CC.1 WIDA ELDS: 3 Speaking	Count to 30 by ones and tens.		<u>Recite</u> orally the numbers to 30 by ones and tens using <i>Ten-Frame, Manipulatives and prompting</i>		VU: Count, number words, by tens, by ones
					LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recite orally the numbers to 30 by ones and tens in L1 and/or use gestures and Pictures .	Recite orally the numbers to 30 by ones and tens in L1 and/or use gestures.	Recite orally the numbers to 30 by ones and tens with some mispronunciation of number words.	Recite orally the numbers to 30 by ones and tens with minimal mispronunciation of number words.	Recite orally the numbers to 30 by ones and tens with proper pronunciation of number words.
Learning Supports	Manipulatives L1 text and/or support Teacher Support Ten-Frame	Manipulatives L1 text and/or support Teacher Support Ten-Frame	Manipulatives Teacher Support Ten-Frame	Manipulatives Ten-Frame	Manipulatives

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: K.CC.1 WIDA ELDS: 1, 3 Speaking	Count orally to 70 by ones and tens		<u>Recite</u> orally the numbers to 70 by ones and tens using Ten-Frame, Manipulatives, <i>and</i> Prompts.		VU: Count, number words, by tens, by ones, skip count
					LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recite orally the numbers to 70 by ones and tens in L1 and/or repeat numbers and use <u>Gestures</u> .	Recite orally the numbers to 70 by ones and tens in L1 and/or chunk the numbers by tens and use Gestures.	Recite orally the numbers to 70 by ones and tens with some mispronunciation of number words.	Recite orally the numbers to 70 by ones and tens with minimal mispronunciation of number words.	Recite orally the numbers to 70 by ones and tens with proper pronunciation of number words.
Learning Supports	Manipulatives L1 support Teacher Support Ten-Frame	Manipulatives L1 support Teacher Support Ten-Frame	Manipulatives Teacher Support Ten-Frame	Manipulatives Ten-Frame	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: K.CC.1 WIDA ELDS: 3 Speaking	Count to 100 by ones and by tens.		<u>Recite</u> orally the numbers to 100 by ones and tens using Ten-Frame, Manipulatives <i>and prompting</i>		VU: Count, number words, by tens, by ones
					LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recite orally the numbers to 100 by ones and tens in L1 and/or use gestures and Pictures.	Recite orally the numbers to 100 by ones and tens in L1 and/or use gestures.	Recite orally the numbers to 100 by ones and tens with some mispronunciation of number words.	Recite orally the numbers to 100 by ones and tens with minimal mispronunciation of number words.	Recite orally the numbers to 100 by ones and tens with proper pronunciation of number words.
Learning Supports	Manipulatives L1 Teacher Support Ten-Frame	Manipulatives L1 Teacher Support Ten-Frame	Manipulatives Teacher Support Ten-Frame	Manipulatives Ten-Frame	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: K.CC.2 WIDA ELDS: 3 Speaking Listening	Count forward beginning from any given number up to 50 - - instead of having to begin at one.		<u>Name</u> the number after a given number and count forward by <i>echo counting</i> , <i>number line</i> and <u>Prompting</u> . <i>Note: ELLs may code-switch between languages at lower proficiency levels.</i>		VU: Forward, number words, count on, after
					LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Name the number after a given number and count forward in L1 and/or use gestures and repeated speech.	Name the number after a given number and count forward in L1 and/or use gestures and <u>Prompting</u> of number words.	Name the number after a given number and count forward with some mispronunciation of number words.	Name the number after a given number and count forward with minimal mispronunciation of number words.	Name the number after a given number and count forward with proper pronunciation of number words.
Learning Supports	Number line <u>L1 text and/or support</u> Teacher <u>Prompting</u> /Support Echo Counting <u>Songs/Chants</u>	Number line <u>L1 text and/or support</u> Teacher <u>Prompting</u> /Support Echo Counting <u>Songs/Chants</u>	Number line Teacher <u>Prompting</u> /Support Echo Counting <u>Songs/Chants</u>	Number line Echo Counting <u>Songs/Chants</u>	Number line Songs/ <u>Songs/Chants</u>

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: K.CC.3 WIDA ELDS: 3 Speaking Listening	Represent the number of objects by the correct numeral up to 5 (using zero to represent no objects).		<u>Match and identify</u> the number of objects to the correct numeral for numbers 0-5 <i>using drawings, numeral cards, Songs/Chants and Manipulatives.</i>		VU: Number, number words, match, objects (corresponding manipulative)
					LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Match and identify the numbers 0-5 to the correct numeral in L1 and/or use Gestures and drawings.	Match and identify the numbers 0-5 to the correct numeral in L1 and/or point to correct numeral.	Match and identify the numbers 0-5 to the correct numeral using Gestures , drawings, and some mispronunciation of number words.	Match and identify the numbers 0-5 to the correct numeral using Gestures and minimal mispronunciation of number words.	Match and identify the numbers 0-5 to the correct numeral with proper pronunciation of number words.
Learning Supports	Manipulatives Illustrations/diagrams/drawings Numeral Cards Native language support Teacher Support Songs/Chants	Manipulatives Numeral Cards Native language support Teacher Support Songs/Chants	Manipulatives Illustrations/diagrams/drawings Numeral Cards Teacher Support Songs/Chants	Manipulatives Songs/Chants	Manipulatives Songs/Chants

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: K.CC.3 WIDA ELDS: 3 Writing Speaking	Count and represent with a written numeral a number of objects to 10		<p><u>Count</u> by ones to identify the number of objects in a set using Manipulatives and Prompting.</p> <p><u>Print</u> numerals that represent a counted amount using Manipulatives and <i>number tiles</i>.</p> <p><u>Demonstrate understanding</u> of oral dictation of number words <i>using number tiles</i> and Prompting</p>		VU: Count, print, numeral, objects, number words
					LFC: Commands, pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Count to identify the number of objects in a set in L1 and demonstrate understanding of oral dictation of numeral in L1 and English by printing the corresponding numeral or pointing to number tile.	Count to identify the number of objects in a set in L1 and demonstrate understanding of oral dictation of numeral in L1 and English by printing the corresponding numeral.	Count to identify the number of objects in a set with some mispronunciation of number words and demonstrate understanding of simple, oral directions by printing numerals.	Count to identify the number of objects in a set with minimal mispronunciation of number words and demonstrate understanding of two-step oral directions by printing specific numerals.	Count to identify the number of objects in a set with proper pronunciation of number words and demonstrate understanding of multiple, oral directions with by printing numerals.
Learning Supports	L1 text and/or support Number Tiles Charts/Posters Teacher Modeling and Prompting Manipulatives	L1 text and/or support Number Tiles Charts/Posters Teacher Modeling and Prompting Manipulatives	Number Tiles Charts/Posters Manipulatives Teacher Prompts	Number Tiles Manipulatives	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: K.CC.3 WIDA ELDS: 3 Writing Listening	Write numerals from zero to 10.		<u>Demonstrate understanding of oral directions</u> by printing numerals 0-10 <i>using number tiles and Teacher Modeling</i> .		VU: Write, numeral, number words
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of oral directions by printing numerals in L1 and/or understand one word dictation of numerals by printing nor pointing to the dictated number.	Demonstrate understanding of complex, oral directions by printing numerals in L1 and/or understand simple directions by printing specific numerals.	Demonstrate understanding of simple, oral directions with key vocabulary words by printing numerals.	Demonstrate understanding of two-step, oral directions with key vocabulary words by printing specific numerals.	Demonstrate understanding of multiple, complex oral directions with technical vocabulary words by printing numerals.
Learning Supports	L1 text and/or support Number Tiles Charts/Posters Teacher Modeling	L1 text and/or support Number Tiles Charts/Posters Teacher Modeling	Number Tiles Charts/Posters	Number Tiles	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: K.CC.3 WIDA ELDS: 3 Speaking Writing	Count and represent with a written numeral a number of objects to 10		Orally count by ones to <u>identify</u> the number of objects in a set using Manipulatives <i>and prompting</i> . Demonstrate <u>understanding</u> of quantity by printing numerals that represent the number counted using <i>manipulatives and number tiles</i> .		VU: Count, print, numeral, objects, number words
					LFC: Commands, pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Count to identify the number of objects in a set and print the corresponding numeral in L1 and/or use gestures or drawings.	Count to identify the number of objects in a set and print the corresponding numeral in L1 and/or use gestures and number tiles.	Count to identify the number of objects in a set with some mispronunciation of number words and demonstrate understanding of simple, oral directions with key vocabulary words by printing numerals.	Count to identify the number of objects in a set with minimal mispronunciation of number words and demonstrate understanding of multiple, oral directions with key vocabulary words by printing specific numerals.	Count to identify the number of objects in a set with proper pronunciation of number words and demonstrate understanding of multiple, complex oral directions with precise, vocabulary words by printing numerals.
Learning Supports	L1 support Number Tiles Charts/Posters Teacher Modeling Manipulatives	L1 support Number Tiles Charts/Posters Teacher Modeling Manipulatives	Number Tiles Charts/Posters Manipulatives	Number Tiles Manipulatives	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: K.CC.3 WIDA ELDS: 3 Writing Listening	Write numerals from zero to 10.		<u>Demonstrate understanding</u> of oral directions by printing numerals 0-10 <i>using number tiles and Teacher Modeling.</i>		VU: Write, numeral, number words
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of oral directions by printing numerals in L1 and/or understand simple directions with key vocabulary.	Demonstrate understanding of simple, oral directions by printing numerals in L1 and/or understand simple directions by printing specific numerals.	Demonstrate understanding of simple, oral directions with key, technical vocabulary words by printing numerals.	Demonstrate understanding of expanded oral directions with key, technical vocabulary words by printing specific numerals.	Demonstrate understanding of complex oral directions with technical, vocabulary words by printing numerals.
Learning Supports	L1 support Number Tiles Charts/Posters Teacher Modeling	L1 support Number Tiles Charts/Posters Teacher Modeling	Number Tiles Charts/Posters	Number Tiles	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: K.CC.4 WIDA ELDS: 3 Speaking Listening	Assign an ascending number name for each object in a group.		Identify the number of objects in a set by counting <i>using chants, Manipulatives and prompting.</i>		VU: Number words, count, set
					LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the number of objects counted in a set in L1 and/or use Gestures or Illustrations/diagrams/drawings .	Identify the number of objects counted in a set in L1 and/or use point to correct number.	Identify the number of objects counted in a set with some mispronunciation of number words.	Identify the number of objects counted in a set with minimal mispronunciation of number words.	Identify the number of objects counted in a set with proper pronunciation of number words.
Learning Supports	Manipulatives Gestures Illustrations/diagrams/drawings Native language support Teacher Support Songs/Chants	Manipulatives Gestures Native language support Teacher Support Songs/Chants	Manipulatives Teacher Support Songs/Chants	Manipulatives Teacher Support Songs/Chants	Manipulatives Songs/Chants

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: K.CC.4 WIDA ELDS: 3 Speaking Listening	For objects named in the standard order, identify the last number named as the number of counted objects in the set (regardless of the order they are counted).		<u>Answer and explain</u> orally that the last number counted in a set represents the total number using <i>number cards</i> , <u>Manipulatives</u> and <i>prompting</i> .		VU: Number words, count, set, how many?
					LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer and explain orally that the last number counted in a set represents the total number in L1 and/or use <u>Gestures</u> , number cards, and single words.	Answer and explain orally that the last number counted in a set represents the total number in L1 and/or use <u>Gestures</u> , number cards and short phrases.	Answer and explain orally that the last number counted in a set represents the total number using key vocabulary in a simple sentence.	Answer and explain orally that the last number counted in a set represents the total number using key vocabulary in expanded sentences.	Answer and explain orally that the last number counted in a set represents the total number using precise vocabulary in multiple sentences.
Learning Supports	<u>Manipulatives</u> <u>Native language support</u> <u>Teacher Support</u> Number cards	<u>Manipulatives</u> <u>Native language support</u> <u>Teacher Support</u> Number cards	<u>Manipulatives</u> <u>Teacher Support</u>	<u>Manipulatives</u> <u>Teacher Support</u>	<u>Manipulatives</u>

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: K.CC.4 WIDA ELDS: 3 Speaking Listening	Know the next number name in counting is always one greater than the previous number		<u>Explain</u> that the next number in counting is always one greater using <u>Manipulatives</u> and <i>prompting</i> .		VU: Number words, greater, more, How many?
					LFC: Interrogatives, pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain orally that the next number in counting is one greater in L1 and/or using <u>Gestures</u> and key words (one more).	Explain orally that the next number in counting is one greater in L1 and/or using key words in short phrases.	Explain orally that the next number in counting is one greater using key vocabulary in a simple sentence.	Explain orally that the next number in counting is one greater using key vocabulary in expanded sentences.	Explain orally that the next number in counting is one greater using precise vocabulary in multiple sentences.
Learning Supports	Manipulatives Native language support Teacher Support Songs/Chants	Manipulatives Native language support Teacher Support Songs/Chants	Manipulatives Teacher Support Songs/Chants	Manipulatives Teacher Support Songs/Chants	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: K.CC.5 WIDA ELDS: 3 Speaking Listening	Answer “how many?” questions about groups of objects up to 10 when arranged in a line or up to 5 in a scattered configuration.		Answer “how many?” questions about groups of 10 objects that are arranged in a line or 5 objects that are scattered using Manipulatives <i>songs, number cards, and prompting.</i>		VU: Number words, count, set
					LFC: Pronunciation of correct phonemes, single words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer how many? Questions about groups of objects that are in a set (10) or scattered (5) in L1 and/or use Gestures or number cards.	Answer how many questions about groups of objects that are in a set (10) or scattered (5) in L1 and/or use Gestures .	Answer how many questions about groups of objects that are in a set (10) or scattered (5) with some mispronunciation of number words.	Answer how many questions about groups of objects that are in a set (10) or scattered (5) with minimal mispronunciation of number words.	Answer how many questions about groups of objects that are in a set (10) or scattered (5) with proper pronunciation of number words.
Learning Supports	Manipulatives Gestures Number cards Native language support Teacher Support Songs/Chants	Manipulatives Gestures Number cards Native language support Teacher Support Songs/Chants	Manipulatives Teacher Support Songs/Chants	Manipulatives Teacher Support Songs/Chants	Manipulatives Songs/Chants

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: K.CC.6 WIDA ELDS: 3 Listening Speaking Writing	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (groups of up to 10 objects)		Follow oral directions to <u>identify</u> whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group <i>using White Board and partner work.</i>		VU: Greater than, less than, equal to
					LFC: Commands, attributes of quantity
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow simple oral directions, which have a variety of grammatical structures, to identify whether a set of objects is <,>, or = to another set of objects in L1 and/or follow simple oral directions of single words or gestures.	Follow simple oral directions, which have a variety of grammatical structures to identify whether a set of objects is <,>, or = to another set of objects in L1 and/or follow simple oral phrasal directions which have formulaic structures.	Follow simple oral directions, which have repetitive grammatical structures to identify whether a set of objects is <,>, or = to another set of objects.	Follow complex, oral directions, which have a variety of grammatical structures, to identify whether a set of objects is <,>, or = to another set of objects.	Follow multiple, complex, oral directions, which have a variety of grammatical structures to identify whether a set of objects is <,>, or = to another set of objects.
Learning Supports	Teacher Modeling L1 support Partner work White Board	Teacher Modeling L1 support Partner work White Board	Teacher Modeling Pictures/Photographs Partner work White Board	Partner work White Board	White Board

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: K.CC.7 WIDA ELDS: 3 Listening Speaking Reading	Compare numbers (up to 10) written as numerals.		<u>Follow oral directions</u> to compare numbers as written numerals <i>using</i> Teacher Modeling <i>and a partner</i> .		VU: Compare, numbers
					LFC: Commands, adjectives of quantity.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow simple oral directions, which have a variety of grammatical structures, to compare numbers as written numerals in L1 and/or follow simple oral directions of single words or gestures.	Follow simple oral directions, which have a variety of grammatical structures, to compare numbers as written numerals L1 and/or follow simple oral phrasal directions which have formulaic structures.	Follow simple oral directions, which have repetitive grammatical structures, to compare numbers as written numerals.	Follow complex, oral directions, which have a variety of grammatical structures, to compare numbers as written numerals.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to compare numbers as written numerals.
Learning Supports	Teacher Modeling L1 support Partner work Manipulatives	Teacher Modeling L1 support Partner work Manipulatives	Teacher Modeling Partner work Manipulatives	Partner work Manipulatives	Manipulatives

ELL SCAFFOLD- CCSS

OPERATIONS & ALGEBRAIC THINKING

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: K.OA.1 WIDA ELDS: 3 Listening Speaking	Create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 10.		Follow oral directions to create an addition or subtraction events using Manipulatives , <i>drawings</i> , and <i>prompting</i> .		VU: Sum, difference, add, subtract, number words, event
					LFC: Nouns, commands (add/subtract)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow one-step oral directions to represent a sum or difference in L1 and/or use Gestures , drawings, and key technical words (add, subtract).	Follow one-step oral directions to represent a sum or difference in L1 and/or use Gestures , drawings, and key technical words in short phrases.	Follow one-step oral directions to represent a sum or difference using key, technical vocabulary in a simple sentence.	Follow two-step oral directions to represent a sum or difference using key, technical vocabulary in an expanded sentence.	Follow two-step oral directions to represent a sum or difference using technical vocabulary in complex sentences.
Learning Supports	Manipulatives Gestures Illustrations/diagrams/drawings Native language support Teacher Support	Manipulatives Gestures Native language support Teacher Support	Manipulatives Teacher Support	Manipulatives Teacher Support	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: K.OA.2 WIDA ELDS: 3 Writing Speaking Listening	Use objects or drawings to represent and solve addition and subtraction word problems (within 10)		Follow oral directions to solve addition and subtraction word problems with objects or drawing <i>using</i> Teacher Modeling and a Partner Work .		VU: Addition, add, subtraction, subtract, equals
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow simple, oral directions, which have repetitive grammatical structures, to solve addition and subtraction word problems in L1 and/or follow simple oral directions of single words or gestures.	Follow complex, oral directions, which have a variety of grammatical structures, to solve addition and subtraction word problems in L1 and/or follow simple oral phrasal directions which have formulaic structures.	Follow simple oral directions, which have repetitive grammatical structures, to solve addition and subtraction word problems.	Follow two-step oral directions, which have a variety of grammatical structures, to solve addition and subtraction word problems.	Follow multiple-step oral directions, which have a variety of grammatical structures, to solve addition and subtraction word problems.
Learning Supports	L1 text and/or support Teacher Modeling Partner Work Manipulatives Pictures and Photographs	L1 text and/or support Teacher Modeling Partner Work Manipulatives Pictures and Photographs	Manipulatives Teacher Modeling Partner Work Pictures and Photographs	Manipulatives Partner Work	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: K.OA.3 WIDA ELDS: 1, 3 Writing Listening Speaking	Decompose numbers less than or equal to ten into pairs of numbers in more than one way and record with a drawing or equations (e.g., write 7 as 2 + 5 and 6 + 1).		Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions using illustrations/diagrams/drawings, Connecting Cubes <i>and/or a partner.</i>		VU: Number words, less than, equal to <hr/> LFC: Commands <hr/> LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Language Objectives	Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions in L1 and/or which use Pictures and selected technical words or phrases.	Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions in L1 and/or which use Pictures and selected technical vocabulary in phrases and short sentences.	Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions which use key, technical vocabulary in simple sentences.	Produce numbers in writing and orally to show different ways to make a number less than or equal to ten after listening to oral directions which use key, technical vocabulary in expanded sentences.
Learning Supports	L1 support Connecting Cubes Illustrations/diagrams/drawings Partner work	L1 support Connecting Cubes Illustrations/diagrams/drawings Partner work	Connecting Cubes Illustrations/diagrams/drawings Partner work	Connecting Cubes Partner work	Connecting Cubes

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: K.OA.4 WIDA ELDS: 1, 3 Writing Speaking Listening	Given a number less than 10, find a number that makes 10 (e.g., 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5, etc.)		Identify orally and in writing how many more are needed to make ten after listening to oral directions using Illustrations/diagrams/drawings, Manipulatives, and/or teacher Prompts.		VU: More, number words,
					LFC: Modals, auxiliaries (will)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify orally and in writing how many more will make ten after listening to oral directions in L1 and/or which use examples and selected technical words or phrases.	Identify orally and in writing how many more will make ten after listening to oral directions in L1 and/or which use selected technical vocabulary in phrases and short sentences.	Identify orally and in writing how many more will make ten after listening to oral directions which use key, technical vocabulary in simple sentences.	Identify orally and in writing how many more will make ten after listening to oral directions which use key, technical vocabulary in expanded sentences.	Identify orally and in writing how many more will make ten after listening to oral directions which use technical vocabulary in multiple sentences.
Learning Supports	Manipulatives L1 support Teacher Support Pictures Gestures	Manipulatives L1 support Teacher Support Gestures	Manipulatives Teacher Support Pictures Gestures	Manipulatives Gestures	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: K.OA.5 WIDA ELDS: 3 Listening Speaking	Fluently add within 5.		Follow oral directions to add within 5 using Teacher Modeling and Manipulatives .		VU: Add, plus, equals
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow simple, oral directions, which have repetitive grammatical structures, to add within 5 in L1 and/or follow simple oral directions of single words or gestures.	Follow multiple-step oral directions, to add within 5 in L1 and/or follow simple oral phrasal directions.	Follow simple oral directions to add within 5.	Follow two-step oral directions to add within 5.	Follow multiple step oral directions to add within 5.
Learning Supports	Teacher Modeling L1 text and/or support Manipulatives	Teacher Modeling L1 text and/or support Manipulatives	Teacher Modeling Manipulatives	Manipulatives	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: K.OA.5 WIDA ELDS: 1, 3 Listening	Use mental math strategies to solve addition and subtraction facts within 5.		<u>Demonstrate comprehension</u> of oral questions to solve addition and subtraction problems within 5 <i>using mental math strategies</i> , Prompts, Teacher Modeling and large number cards.		VU: Number words, plus, minus
					LFC: Question words (What), simple phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral questions and directions in L1 and/or which use selected vocabulary and Teacher Modeling to solve addition and subtraction problems within 5.	Demonstrate comprehension of oral questions and directions in L1 and/or which use selected vocabulary in phrases to solve addition and subtraction problems within 5.	Demonstrate comprehension of oral questions and directions which use key, technical vocabulary in simple sentences to solve addition and subtraction problems within 5.	Demonstrate comprehension of oral questions and directions which use key, technical vocabulary in complete sentences to solve addition and subtraction problems within 5.	Demonstrate comprehension of oral questions and directions which use technical vocabulary in complete sentences to solve addition and subtraction problems within 5.
Learning Supports	Teacher Modeling Large number cards L1 support Prompts	Teacher Modeling Large number cards L1 support Prompts	Teacher Modeling Large number cards Prompts	Teacher Modeling Large number cards	Large number cards

ELL SCAFFOLD- CCSS

MEASUREMENT & DATA

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: K.MD.1 WIDA ELDS: 3 Speaking	Describe measurable attributes of objects, e.g., length and weight.		Describe objects with attributes of measurement <i>using</i> Word/Picture Wall.		VU: Describe, length, weight
					LFC: Noun/adjective placement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe objects with attributes in L1 and/or high-frequency nouns with attributes in memorized phrases and short sentences.	Describe objects with attributes in L1 and/or general nouns in phrases and short sentences with formulaic structures.	Describe objects with attributes using key vocabulary in simple sentences with repetitive grammatical structures.	Describe objects with attributes using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Describe objects with attributes using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher Modeling Word/Picture Wall Charts on adjective/noun placement L1 support	Teacher Modeling Word/Picture Wall Charts on adjective/noun placement L1 support	Word/Picture Wall Charts on adjective/noun placement	Charts on adjective/noun placement	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: K.MD.2 WIDA ELDS: 3 Speaking Listening Writing	Directly compare and describe two objects with a measurable attribute in common using “more of”/”less of” the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.		<u>Compare and describe</u> two objects with a measurable attribute in common <i>using a Venn Diagram</i> .		VU: Compare, describe, taller, shorter, more of, less of
					LFC: Comparative and superlative adjectives; sentences with conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and describe two objects with a measurable attribute in common using L1 and/or using single words.	Compare and describe two objects with a measurable attribute in common using L1 and/or using phrases.	Compare and describe two objects with a measurable attribute in common using simple sentences and general, content-based vocabulary.	Compare and describe two objects with a measurable attribute in common using expanded sentences and content-based vocabulary.	Compare and describe two objects with a measurable attribute in common using content-based vocabulary.
Learning Supports	Venn Diagram L1 support Partner work Choice questions Pictures/Photographs	Venn Diagram L1 support Partner work Pictures/Photographs	Venn Diagram Partner work Pictures/Photographs	Venn Diagram Partner work	Venn Diagram

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)	Language Objective			Language Needed
SLO: 7 CCSS: K.MD.3 WIDA ELDS: 3 Listening Speaking	Classify and sort objects into given categories and count the objects in each category (up to 10 objects).	Follow <u>oral directions</u> to classify and sort objects into categories and count and identify the number of objects using Teacher Modeling and Partner Work .			VU: Category, sort, classify, counts. Sizes, colors
					LFC: Commands, adjectives of color, size and quantity
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow multi-step, oral directions to classify objects into categories in L1; then count and write the number of objects; and/or follow simple oral directions of single words or gestures; then count and write the number of objects.	Follow multi-step, oral directions to classify objects into categories in L1; then count and write the number of objects; and/or follow simple oral phrasal directions; then count and write the number of objects.	Follow simple oral directions to classify objects into categories; then count and write the number of objects.	Follow two-step oral directions to classify objects into categories; then count and write the number of objects.	Follow multiple-step oral directions to classify objects into categories; then count and write the number of objects.
Learning Supports	Manipulatives of various sizes, colors, shapes Teacher Modeling L1 text and/or support Pictures and Photographs Partner Work	Manipulatives of various sizes, colors, shapes Teacher Modeling L1 text and/or support Pictures and Photographs Partner Work	Manipulatives of various sizes, colors, shapes Teacher Modeling Pictures and Photographs Partner Work	Manipulatives of various sizes, colors, shapes Partner Work	Manipulatives of various sizes, colors, shapes

ELL SCAFFOLD- CCSS

GEOMETRY

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: K.G.1 WIDA ELDS: 1, 3 Speaking Listening	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		Describe objects using the names of shapes and their relative positions after listening to an oral description. Orally describe objects in the environment with details related to shape and position <i>using Manipulatives and the word wall.</i>		VU: Positional words, shapes, color words
					LFC: Adjectives, declarative sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe objects using the names of shapes and their relative positions after listening to an oral description in L1 and/or with key words. Orally describe objects in the environment in L1 and/or use illustrations, Pictures and key, single words or phrases.	Describe using the names of shapes and their relative positions after listening to an oral description in L1 and/or with key phrases. Orally describe objects in the environment in L1 and/or use Pictures and selected vocabulary in phrases and short sentences.	Describe objects using the names of shapes and their relative positions after listening to an oral description. Orally describe objects in the environment using key vocabulary in simple, related sentences.	Describe objects using the names of shapes and their relative positions after listening to an oral description. Orally describe objects in the environment using key, technical vocabulary in expanded sentences.	Describe using the names of shapes and their relative positions after listening to an oral description. Orally describe objects in the environment using technical vocabulary in complex sentences.
Learning Supports	Manipulatives L1 Teacher Support Word/Picture Wall	Manipulatives L1 Teacher Support Word/Picture Wall	Manipulatives Teacher Support Word/Picture Wall	Manipulatives Word/Picture Wall	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: K.G.2 WIDA ELDS: 1, 3 Listening Speaking	Correctly name shapes regardless of their orientations or overall size.		<u>Follow oral directions</u> to sort shapes into categories and name them regardless of orientation or overall size using Teacher Modeling <i>and</i> Partner work.		VU: Shapes, category, sort
					LFC: Adjectives of shape, color, size
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions in L1 and or single words to classify shapes into categories and name them accordingly (English/L1).	Follow oral directions in L1 and/or phrases to classify shapes into categories and name them accordingly (English/L1).	Follow simple oral directions, to classify shapes into categories and name them accordingly.	Follow expanded, oral directions to classify shapes into categories and name them accordingly.	Follow complex, oral directions to classify shapes into categories and name them accordingly.
Learning Supports	Teacher Modeling L1 support Pictures Partner work	Teacher Modeling L1 support Pictures Partner work	Teacher Modeling Pictures Partner work	Partner work	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: K.G.3 WIDA ELDS: 3 Speaking Listening	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).		Identify different types of shapes by sorting shapes according to oral descriptions using <i>visuals and</i> T-Charts.		VU: Shapes, dimensional, solid, flat
					LFC: Commands
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify different types of shapes after listening to oral descriptions in L1 and/or oral descriptions using single words.	Identify different types of shapes after listening to oral descriptions in L1 and/or oral descriptions using short phrases.	Identify different types of shapes after listening to simple oral descriptions.	Identify different types of shapes after listening to oral descriptions consisting of expanding sentences.	Identify different types of shapes after listening to detailed oral descriptions.
Learning Supports	Pictures L1 support T-Charts	Pictures L1 support T-Charts	Pictures T-Charts	T-Charts	

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: K.G.4 WIDA ELDS: 3 Listening	Analyze and compare two- and three-dimensional shapes in different sizes and orientations by counting sides or vertices (“corners”) or comparing attributes such as side lengths.		Follow oral directions to <u>classify</u> shapes into categories using <i>a sorting map and a partner</i> .		VU: Two-dimensional, three-dimensional, sides, vertices, length
					LFC: Attributes
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions to classify shapes into categories comparing attributes in L1 and/or follow simple oral directions of single words or gestures.	Follow oral directions to classify shapes into categories comparing attributes in L1 and/or follow simple oral phrasal directions.	Follow simple oral directions, which have repetitive grammatical structures, to classify shapes into categories comparing attributes.	Follow complex, oral directions, which have a variety of grammatical structures, to classify shapes into categories comparing attributes.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify shapes into categories comparing attributes.
Learning Supports	Teacher Modeling L1 support Sorting Map Partner work	Teacher Modeling L1 support Sorting Map Partner work	Teacher Modeling Sorting Map Partner work	Partner work Sorting Map	Sorting Map

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: K.G.5 WIDA ELDS: 3 Listening	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		Create 2- and 3- dimensional shapes after listening to oral directions using Teacher Modeling <i>and</i> Manipulatives.		VU: Materials, shapes
					LFC: Can you...?
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Create 2- and 3- dimensional shapes after listening to oral directions which use L1 and/or gestures and selected technical vocabulary.	Create 2- and 3- dimensional shapes after listening to oral directions which use L1 and/or selected technical vocabulary in phrases and short sentences.	Create 2- and 3- dimensional shapes after listening to oral directions which use key, technical vocabulary in simple sentences.	Create 2- and 3- dimensional shapes after listening to oral directions which use key, technical vocabulary in expanded sentences.	Create 2- and 3- dimensional shapes after listening to oral directions which use technical vocabulary in complex sentences.
Learning Supports	Manipulatives Teacher Modeling L1 support	Manipulatives Teacher Modeling L1 support	Manipulatives Teacher Modeling	Manipulatives Teacher Modeling	Manipulatives

ELL SCAFFOLD- CCSS

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: K.G.6 WIDA ELDS: 1, 3 Listening	Compose simple shapes to form larger shapes <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>		Following oral directions, <u>demonstrate comprehension of</u> how to compose simple shapes into larger shapes using Manipulatives <i>and teacher prompting.</i>		VU: Join, sides, shapes
					LFC: Interrogatives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Following oral directions which use L1 and/or Pictures, gestures and selected vocabulary, demonstrate comprehension of how to compose larger shapes using simple shapes.	Following oral directions which use L1 and/or selected vocabulary in phrases and short sentences, demonstrate comprehension of how to compose larger shapes using simple shapes.	Following oral directions which use key, technical language and simple sentences, demonstrate comprehension of how to compose larger shapes using simple shapes.	Following oral directions which use key, technical language and expanded sentences, demonstrate comprehension of how to compose larger shapes using simple shapes.	Following oral directions which use technical language and complex sentences, demonstrate comprehension of how to compose larger shapes using simple shapes.
Learning Supports	Manipulatives Drawings L1 Teacher Support	Manipulatives Drawings L1 Teacher Support	Manipulatives Drawings Teacher Support	Manipulatives Teacher Support	Manipulatives

ELL SCAFFOLD- CCSS

NUMBER & OPERATIONS IN BASE TEN

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: K.NBT.1 WIDA ELDS: 3 Writing	Compose and decompose numbers from 11 to 19 into a group of ten and one(s) with or without Manipulatives. Record each composition or decomposition through a drawing or equation.		<u>Demonstrate comprehension</u> of oral directions to compose and decompose numbers from 11-19 by writing or drawing the response using <i>popsicle sticks</i> , Prompts, Teacher Modeling <i>and number cards</i> .		VU: Tens, ones, number words, and
					LFC: Single words, conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of oral directions in L1 and/or which use selected vocabulary with picture Prompts to compose and decompose numbers from 11-19 by writing or drawing the response.	Demonstrate comprehension of oral directions in L1 and/or which use selected technical vocabulary to compose and decompose numbers from 11-19 by writing or drawing the response.	Demonstrate comprehension of oral directions which use key, technical vocabulary in phrases to compose and decompose numbers from 11-19 by writing or drawing the response.	Demonstrate comprehension of oral directions which use key, technical vocabulary in simple sentences to compose and decompose numbers from 11-19 by writing or drawing the response.	Demonstrate comprehension of oral directions which use technical vocabulary in multiple sentences to compose and decompose numbers from 11-19 by writing or drawing the response.
Learning Supports	L1 support Bundles of 10s and 1s popsicle sticks Teacher Modeling Gestures Prompts Number cards	L1 support Bundles of 10s and 1s popsicle sticks Teacher Modeling Prompts Number cards	Bundles of 10s and 1s popsicle sticks Teacher Modeling Prompts	Bundles of 10s and 1s popsicle sticks Teacher Modeling	Bundles of 10s and 1s popsicle sticks