Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.1 RI.K.1 WIDA 2 Reading Listening Speaking	With prompting and support, answer questions about key details in a text.	Orally answer questions about key details in the text that was read aloud by using a story map.	VU	Details, text
			LFC	Question words Verb phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer "Yes/No" questions about the text with single words, phrases, or chunks of language in L1.	Answer "WH-"questions about the text using simple phrases and simple sentences with general language related to topic or content areas.	Answer questions in complete sentences with general and some specific language of topic or content area.	Answer questions in detailed sentences using specific and some content-based language as well as complex structures related to the topic or content areas.	Answer questions in detailed sentences using specific and content based language as well as complex structures related to the topic or content areas. Use a variety of sentence lengths and types.
Learning Supports	Story Map Pictures/Photographs Gestures Word Wall L1 support	Story Map Pictures/Photographs Gestures Word Wall L1 support	Story Map Pictures/Photographs Word Wall	Story Map	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.K.2 WIDA 2 Reading Speaking	With prompting and support, retell stories, including key details.		Retelling and relating past events in a selection by describing people, places, and things using a story map and props.	VU	Retell
				LFC	Past tense
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell story in L1 or using single words, simple phrases and/or acting out the parts of the story.	Retell story in L1 and/or using simple phrases and simple sentences with general vocabulary related to the story.	Retell story using general and some specific vocabulary related to the story. Oral or written language with some phonological, syntactical or semantic errors is expected.	Retell the story in sequence using detailed sentences with specific and some technical language related to the story. Use sentences of varying lengths.	Retell the story in sequence using complex detailed sentences. Make connections and use specialized language related to the story. Use a variety of sentence lengths and types.
Learning Supports	Story Map Manipulatives Pictures/Photographs Gestures Word Wall Native Language Text L1 support	Story Map Manipulatives Pictures/Photographs Gestures Word Wall Native Language Text L1 support	Story Map Manipulatives Pictures/Photographs Word Wall	Story Map Manipulatives	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.2 WIDA 2 Reading Speaking	With prompting and support, identify the main topic an informational text.	Identify the main topic of the informational text by using a story map or different graphic organizers.	VU	Main Idea
			LFC	Subject verb statements
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and express the main topic of an informational text in L1 and/or using single words, simple phrases in English.	Identify and express the main topic of an informational text in L1 and/or using phrases and simple sentences.	Identify and express the main topic of an informational text using general and some specific vocabulary related to the story in simple, related sentences.	Identify and express the main topic of an informational text using detailed sentences of varied lengths with specific and some technical language related to the story.	Identify and express the main topic of an informational text in complete, detailed sentences of varied lengths and types, using specialized vocabulary related to the story.
Learning Supports	Story Map Manipulatives Total Physical Response Pictures/Photographs Gestures Word Wall Native Language Text L1 support	Story Map Manipulatives Pictures/Photographs Sentence Frames Word Wall Native Language Text L1 support	Story Map Manipulatives Pictures/Photographs Word Wall	Story Map Manipulatives	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.3 WIDA 2 Reading Speaking	With prompting and support, name main characters and setting of a story.	Identify and describe the characters and setting by using pictures/photographs and a story map.	VU	Character, setting, person, places
			LFC	Nouns
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and describe the main characters and setting of a story in L1 and/or using single words, simple phrases in English.	Identify and describe the main characters and setting of a story in L1 and/or, using simple phrases and simple sentences in English with general vocabulary related to the story.	Identify and describe the main characters and setting of a story using simple sentences with general and some specific vocabulary related to the story.	Identify and describe the main characters and setting of a story using detailed sentences of varied lengths with specific and some technical vocabulary related to the story.	Identify and describe the main characters and setting of a story using complete, detailed sentences of varied lengths and types, using specialized vocabulary related to the story.
Learning Supports	Story Map Pictures/Photographs Gestures Word Wall Native Language Text L1 support	Story Map Pictures/Photographs Sentence Frames Word Wall Native Language Text L1 support	Story Map Pictures/Photographs Word Wall	Story Map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.5 WIDA 2 Reading Listening	Point to the front, back cover, and title page of a book.	Identify The front, back, and title page of a book by pointing to each part.	VU	Front, back, cover, title page
			LFC	Comprehension of directions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the front, back, and title page of a book by pointing to the appropriate part after listening to directions in L1 and/or one word directions; e.g. "front"	Identify the front, back, and title page of a book by pointing to the appropriate part after listening to directions in L1 and/or directions given in phrases; e.g. "front of book"	Identify the front, back, and title page of a book by pointing to the appropriate part after listening to the directions given in complete sentences; e.g. "Show me the front of the book"	Identify the front, back, and title page of a book by pointing to the appropriate part after listening to the directions given in complete sentences; e.g. "Show me the front of the book"	Identify the front, back, and title page of a book by pointing to the appropriate part after listening to the directions given in complete sentences; e.g. "Show me the front of the book"
Learning Supports	Book Part Poster Native Language Text L1 support	Book Part Poster Native Language Text L1 support	Book Parts Poster		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.10 RI.K.10 SL.K.2 WIDA 2, 4, 5 Reading Speaking Listening	Listen and respond to questions about literature and informational text.	Answer questions about the text by listening and responding using pictures/photographs, gestures, and graphic organizers.	VU	Specific to text
			LFC	Subject verb agreement; declarative and interrogative sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Respond in L1 and/or non-verbally by pointing to stated pictures/photographs in context or by using single words and simple phrases in English.	Respond by in L1 and/or using simple phrases and simple sentences in English with general vocabulary related to the story	Respond by using simple sentences with general and some specific vocabulary related to the story.	Respond by using detailed sentences of varied lengths with specific and some technical vocabulary related to the story.	Respond by using complete, detailed sentences of varied lengths and types, using technical vocabulary related to the story.
Learning Supports	Story Map Pictures/Photographs Gestures Word Wall Native Language Text L1 support	Story Map Pictures/Photographs Gestures Word Wall Native Language Text L1 support	Story Map Pictures/Photographs Word Wall	Story Map	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.2.a WIDA 2 Speaking Listening	Recognize and produce two rhyming words.		Demonstration phonemic awareness of rhyming words through spoken language using pictures/photographs.		VU	Rhyme, vocabulary with patterns: -op, -it, -ake, -ook
					LFC	Understand directions
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize and produce rhyming words in L1 and/or by repeating nursery rhymes and rhyming picture cards; and produce missing words from rhymes that match pictures/photographs.	Recognize and produce rhyming words in L1 and/or by reciting nursery rhymes; and producing missing rhyming words that match pictures/photographs.	Recognize and produce known rhyming words from nursery rhymes.	Recognize and produce known rhyming words.	Recognize and produce unknown rhyming words.
Learning Supports	Pictures/Photographs of rhyming words Nursery rhymes L1 support	Pictures/Photographs of rhyming words Nursery rhymes L1 support	Pictures/Photographs of rhyming words Nursery rhymes	Pictures/Photographs of rhyming words	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.2.b WIDA 2 Speaking Listening	Count syllables in spoken one and two syllable words.		Express number of syllables through spoken language by clapping out sounds.		VU	Syllable
					LFC	Understand directions
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Count one and two syllable words in L1 and/or in a single familiar word by repeating and clapping out sounds in small group.	Count the syllables in L1 and/or a short phrase by repeating and clapping out sounds in small group.	Count one and two syllable words in simple sentences by clapping syllables in small group.	Count one and two syllable words in short story by clapping words in small group.	Count one and two syllable words in extended discourse by clapping words independently.
Learning Supports	Pictures/Photographs Triads or Small Groups L1 support	Pictures/Photographs Triads or Small Groups L1 support	Pictures/Photographs Triads or Small Groups	Triads or Small Groups	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RF.K.2.b WIDA 2 Speaking Listening	Draw, write and dictate an opinion piece about a favorite person, food or activity, using letter-like forms and conventional letters.		Illustrate and express an opinion about a favorite person, food and activity by producing letter-like forms, conventional letters, and/or picture/photographs using a story map and pictures/photographs.	VU	Like, dislike
				LFC	Simple sentences
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, draw or dictate an opinion piece in L1 and/or in English with single words, matching pictures/photographs from models, pointing to pictures/photographs or repeating words.	Write, draw or dictate an opinion piece in L1 and/or in English with short phrases, matching pictures/photographs with phrases.	Write, draw or dictate an opinion piece with simple age appropriate sentences with some errors which do not impede comprehension.	Write or draw and dictate an opinion piece demonstrating complete age appropriate sentences with general and some content-based vocabulary.	Write an opinion piece reflecting complete age appropriate sentences with key details and content-based vocabulary with a supporting illustration that accurately represents their writing.
Learning Supports	Story Map Pictures/Photographs Word Wall Native Language Text L1 Support Gestures	Story Map Pictures/Photographs Word Wall Native Language Text L1 Support	Story Map Pictures/Photographs Word Wall	Story Map Pictures/Photographs Word Wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.K.1.a, b SL.K.2 WIDA 1 Speaking Listening	Engage in two strand conversations following agreed upon rules for discussion of Kindergarten topic and texts, questions and taking turns.		Discuss a topic in a small group setting by engaging in collaborative conversations with diverse partners and visual/props.		VU	Questions, answers
					LFC	Asking and telling sentences
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Discuss a topic in L1 and/or answer questions yes/no or either/or questions and repeat simple memorized phrases and sentences in English.	Discuss a topic in L1 and/or answer questions in short phrases with general vocabulary words related to the topic in English.	Answer explicit questions and make a short conversation, using simple sentences with general and some specific language. Produce statements and ask questions with visual and interactive support.	Discuss a topic in conversational format in complete sentences using specific and some content-based language related to the topic. Produce statements and ask questions with props.	Discuss a topic in extended conversations in detailed sentences using content-based language related to the topic. Produce statements and ask questions with props.
Learning Supports	Manipulatives Native Language Discussion Pictures/Photographs Word Wall native Language Text L1 support Gestures	Manipulatives Native Language Discussion Pictures/Photographs Word Wall native Language Text L1 support	Manipulatives Native Language Discussion Pictures/Photographs Word Wall	Manipulatives Native Language Discussion Pictures/Photographs Word Wall	Manipulative

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.K.4￼WIDA 2￼Speaking￼Listening	Name and describe familiar people, places or things with prompting and support, provide additional details.	**Speaking** – Describe familiar people, places, and things with prompting and support by identifying pictures/photographs￼**Listening** – Identify familiar people, places and things based on oral descriptions using pictures/photographs.	VU	Colors, size, shapes
			LFC	Adjectives, nouns, pronouns
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives￼￼Speaking	Describe familiar nouns in L1 and/or using one word with L1 support in English.	Describe familiar nouns in L1 and/or using short phrases with L1 support in English.	Describe familiar nouns using simple sentences with general and some specific vocabulary related to the story.	Describe familiar nouns using detailed sentences of varied lengths with specific and some content-based vocabulary related to the nouns.	Describe familiar nouns using complete, detailed sentences of varied lengths and types, using content based vocabulary related to the nouns.
Listening	Identify pictures/photographs of nouns or objects based on oral descriptions in L1 and/or using single words with general and vocabulary related to the nouns/objects in English and/or non-verbally by pointing to stated pictures/photographs in context.	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.	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.	Identify pictures/photographs of nouns or objects based on oral descriptions using detailed sentences of varied lengths with specific and some content-based vocabulary related to the nouns.	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.
Learning Supports	Pictures/Photographs￼Word Wall￼L1 support￼Gestures	Pictures/Photographs￼Word Wall￼L1 support￼Sentence Frames	Pictures/Photographs￼Word Wall	Pictures/Photographs￼Word Wall	Pictures/Photographs

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.K.1.d WIDA 2 Speaking	Use question words (who, what and where) in meaningful context when speaking.		Express question words in meaningful context using pictures/photographs and prompts.	VU	Who, what where
				LFC	Nouns, verbs, prepositions, interrogatives
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Express question words in L1 and/or "who" and "where" questions in meaningful context when speaking in English and/or pointing to pictures/photographs when asked "who" or "where."	Express question words in L1 and/or "who" and "where" in meaningful context when speaking in English.	Express "who", "what", and "where" in meaningful context using simple sentences with general and some specific vocabulary related to the shared activities.	Express "who", "what", and "where" in meaningful context using detailed sentences of varied lengths with specific and some content-based vocabulary related to the activities.	Express "who", "what", and "where" in meaningful context using complete, detailed sentences of varied lengths and types, using content based vocabulary related to the activities.
Learning Supports		Pictures/Photographs Word Wall L1 support Gestures Prompts Cloze sentences	Pictures/Photographs Word Wall L1 support Prompts Cloze sentences	Pictures/Photographs Word Wall Prompts	Pictures/Photographs Prompts	Pictures/Photographs

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.K.5.c WIDA 1-5 Reading Speaking Listening	With guidance and support, identify real life connections between words and their varied meanings (note places at school that are colorful)		Identify words with guidance and support by relating real life objects to their varied meanings.		VU	Multiple meaning words connected to text
					LFC	Simple sentences
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify everyday objects with varied meanings in L1 and/or by using gestures or single word in English.	Identify everyday objects with varied meanings using L1 and/or using phrases in English.	Identify everyday objects with varied meanings using simple sentences with general and some specific vocabulary.	Identify everyday objects with varied meanings using detailed sentences of varied lengths with specific and some content-based vocabulary.	Identify everyday objects with varied meanings using complete, detailed sentences of varied lengths and types, using content based vocabulary.
Learning Supports	Manipulatives Pictures/Photographs Word Wall L1 support Gestures	Manipulatives Pictures/Photographs Word Wall L1 support	Manipulatives Pictures/Photographs Word Wall	Manipulatives Pictures/Photographs	Manipulatives

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.K.6 WIDA 1 Speaking	Use words and phrases acquired through conversations.		Express words and phrases through conversation by participating in a dialogue with a partner.		VU	Vocabulary specific to text
					LFC	Simple Sentences
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express words and phrases in L1 and/or single words in conversation in English and/or pointing to high frequency words.	Express words and phrases in L1 and/or in short phrases in conversation in English.	Express words and phrases in simple sentences with general and some specific conversational vocabulary.	Express words and phrases in detailed sentences of varied lengths with specific and some content-based and conversational vocabulary.	Express words and phrases in complete, detailed sentences of varied lengths and types, using content based and conversational vocabulary.
Learning Supports	Partner Work Word Wall L1 Support Gestures	Partner Work Word Wall L1 Support Sentence Frames	Partner Work Word Wall	Partner Work	Partner Work

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.K. 5 WIDA ELDS: 2 Reading Listening	Recognize common types of texts (storybooks, poems).		Identify different types of texts by sorting texts according to oral descriptions using visuals, texts and teacher tone of voice and rhythm.		VU	Text, story, poem
					LFC	Commands
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify different types of texts after listening to oral descriptions in L1 and/or oral descriptions using single words.	Identify different types of texts after listening to oral descriptions in L1 and/or oral descriptions using short phrases.	Identify different types of texts after listening to simple oral descriptions.	Identify different types of texts after listening to oral descriptions consisting of complete sentences.	Identify different types of texts after listening to detailed oral descriptions.
Learning Supports	Pictures L1 Text L1 Support	Pictures L1 Text L1 Support	Pictures	Pictures	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K. 7 RI.K.7 WIDA ELDS: 2 Reading Speaking	With prompting and support, describe connections between the illustration and text (what person or character, place, idea in the text the illustration shows).	Describe connections between the picture and text by describing what the illustration shows.	VU	Connection, text, illustration
			LFC	Nouns, pronouns, adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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 phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Describe connections between the illustration and text using 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.
Learning Supports	L1 support Pictures Word wall Word bank Sentence frames Props	L1 support Pictures Word wall Word bank Sentence frames	Word wall Word bank Sentence frames	Sentence Frames	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.1a WIDA ELDS: 2 Reading Listening	Follow words in the text from left to right		Follow oral directions of how to track words from left to right with a reading tracker.		VU	Track, left, right
					LFC	Commands
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions of how to track words from left to right in L1 and/or using key, single words or phrases.	Follow oral directions of how to track words from left to right in L1 and/or using phrases.	Follow oral directions of how to track words from left to right using simple sentences.	Follow oral directions of how to track words from left to right using some complex sentences.	Follow oral directions of how to track words from left to right using multiple, complex sentences.
Learning Supports	L1 support Teacher support Reading tracker Leveled text	L1 support Teacher support Reading tracker Leveled text	Teacher support Reading tracker Leveled text	Reading tracker Leveled text	Leveled text

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.K.1b WIDA ELDS: 2 Reading Listening	Demonstrate understanding that print represents the spoken language.	Demonstrate that print represents the spoken language in response to an oral question using visuals and text.	VU	Print, start, words
			LFC	Commands
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate that print represents the spoken language in response to an oral question in L1 and/or using single words and gestures.	Demonstrate that print represents the spoken language in response to an oral question in L1 and/or using phrases.	Demonstrate that print represents the spoken language in response to an oral question.	Demonstrate that print represents the spoken language in response to multiple, complex oral questions.	Demonstrate that print represents the spoken language in response to multiple, complex oral questions.
Learning Supports	Leveled text Visuals L1 text and support Gestures	Leveled text Visuals L1 text and support	Leveled text Visuals	Leveled text	Leveled text

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.K.1b WIDA ELDS: 2 Reading Listening	Demonstrate understanding that print represents the spoken language.	Demonstrate that print represents the spoken language in response to an oral question using visuals and text.	VU	Print, start, words
			LFC	Commands
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate that print represents the spoken language in response to an oral question in L1 and/or using single words and gestures.	Demonstrate that print represents the spoken language in response to an oral question in L1 and/or using phrases.	Demonstrate that print represents the spoken language in response to an oral question.	Demonstrate that print represents the spoken language in response to multiple, complex oral questions.	Demonstrate that print represents the spoken language in response to multiple, complex oral questions.
Learning Supports	Leveled text Visuals L1 text and support Gestures	Leveled text Visuals L1 text and support	Leveled text Visuals	Leveled text	Leveled text

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.1.c WIDA ELDS: 2 Reading Listening	Recognize that words are separated by spaces in print.		Follow oral directions to identify spaces in print (word boundaries) with teacher modeling.		VU	Words, frames, sentence
					LFC	Commands
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions in L1 and/or single words, to identify spaces in print (word boundaries).	Follow oral directions in L1 and/or simple oral directions to identify spaces in print (word boundaries).	Follow simple oral directions with repetitive grammatical structures to identify spaces in print (word boundaries).	Follow two-step oral directions to identify spaces in print (word boundaries).	Follow multiple, oral to identify spaces in print (word boundaries).
Learning Supports	Leveled text Teacher Modeling Partner L1 support Gestures	Leveled text Teacher Modeling Partner L1 support	Leveled text Teacher Modeling Partner	Leveled text Partner	Leveled text

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.3.a WIDA ELDS: 2 Reading Listening Speaking	Produce 10 of the 26 primary letter sounds of the consonants.		Produce 10 of the 26 primary letter sounds of the consonants using picture/letter cards.		VU	Letters, sounds, initial
					LFC	Commands
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce consonant sounds in L1 and/or consonant sounds of key, high-frequency words in English.	Produce consonant sounds of key, content-based vocabulary words in L1 and/or produce consonant sounds of key, common, vocabulary words in English.	Produce consonant sounds of key, content-based vocabulary words.	Produce consonant sounds of content-based vocabulary words.	Produce consonant sounds of precise, content-based vocabulary words.
Learning Supports	L1 support Letter cards Picture cards	L1 support Letter cards Picture cards	Letter cards Picture cards	Letter cards	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.K.2 WIDA ELDS: 2 Writing	Illustrate and write an informative/ explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation.	Illustrate and write an informative/ explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation by using developmental spelling, word walls, classroom labels, and teacher support.	VU	Illustrate, write, topic
			LFC	Nouns, adjectives, articles
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Draw a picture and write about a chosen topic in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.	Draw a picture and write about a chosen topic using phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Draw a picture and write about a chosen topic using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Draw a picture and write about a chosen topic using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Draw a picture and write about a chosen topic using clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports		Props Pictures Sentence frames Word/picture wall L1 text L1 support	Props Pictures Sentence frames Word/picture wall L1 text L1 support	Pictures Sentence frames Word/picture wall	Sentence frames	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.K.3 WIDA ELDS: 2 Writing	Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation, including a reaction to what happened.		Create a story including a beginning, middle, end, and reaction by using a graphic organizer.	VU	Illustrate, write, beginning, middle, end, reaction
				LFC	Nouns, verbs, pronouns
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write the beginning, middle, and end of an event and a reaction in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.	Write the beginning, middle, and end of an event and a reaction in L1 using phrase and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Write the beginning, middle, and end of an event and a reaction in using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Write the beginning, middle, and event of an event and a reaction using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Write the beginning, middle, and end of an event and a reaction using clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Pictures Sentence frames Graphic Organizer Word/picture wall L1 text L1 support	Pictures Sentence frames Graphic Organizer Word/picture wall L1 support	Pictures Sentence frames Graphic Organizer Word/picture wall	Sentence frames Graphic Organizer	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.K.1.a,b WIDA ELDS: 2 Speaking Listening	Engage in a five strand conversation asking questions and taking turns discussing kindergarten topics and texts.		Ask and answer questions in a conversational format using props and Pictures.	VU	Conversation
				LFC	Questions
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in a conversational format in L1 and/or answer yes/no or either/or questions and repeat simple memorized phrases and sentences in English.	Ask and answer questions in a conversational format in L1 and/or use phrases and short sentences that represent ideas with formulaic structures and general, content-based vocabulary.	Ask and answer questions in a conversational format using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Ask and answer questions in a conversational format using expanded and some complex sentences with a variety of grammatical structures and content-based vocabulary.	Ask and answer questions in a conversational format using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Pictures Cue cards Word/picture wall L1 text and support Props	Pictures Cue cards Sentence frames Word/picture wall L1 text and support	Pictures Cue cards Sentence frames Word/picture wall	Sentence frames	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.K.2 WIDA ELDS: 2 Speaking Listening	Confirm understanding by asking and answering questions about key details presented.		Ask and answer questions to confirm understanding about key details using props and pictures.	VU	Check understanding, details
				LFC	Confirming questions
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Ask and answer questions to confirm understanding in L1 and/or non-verbally.	Ask and answer questions to confirm understanding in L1 and/or using phrases and short sentences.	Ask and answer questions to confirm understanding using simple sentences.	Ask and answer questions to confirm understanding using expanded and some complex sentences.	Ask and answer questions to confirm understanding using multiple, complex sentences.
Learning Supports		Pictures Cue cards Word/picture wall L1 text and support Props	Pictures Cue cards Sentence frames Word/picture wall L1 text and support	Pictures Cue cards Sentence frames Word/picture wall	Sentence frames	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.K.3 WIDA ELDS: 2 Speaking Listening	Ask and answer questions in order to seek help or clarify concepts.	Ask and answer questions for clarification by using who, what, where, and when.	VU	Ask, answer, clarify
			LFC	Interrogatives, nouns, verbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer WH-questions in L1 using single words.	Ask and answer WH-questions in L1 using phrase and short sentences.	Ask and answer WH-questions using simple sentence.	Ask and answer WH-questions using expanded and some complex sentences.	Ask and answer WH-questions using clear and coherent writing.
Learning Supports	Pictures Graphic Organizer Sentence frames Word/picture wall L1 support	Pictures Graphic Organizer Sentence frames Word/picture wall L1 support	Pictures Graphic Organizer Sentence frames Word/picture wall	Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.K.4 WIDA ELDS: 2 Speaking Listening	Name and describe familiar people, places, things or events and provide additional information when prompted with questions.	Describe familiar people, places, and things and provide additional information, when prompted, using pictures, props and prompts.	VU	People, places, things, describe
			LFC	Nouns
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using single words.	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using phrases and short sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using simple sentences that represent multiple, related ideas.	Describe familiar people, places, and things and provide additional information, when prompted, using expanded and some complex sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using multiple, complex sentences.
Learning Supports	Props Pictures Prompts Word/picture wall L1 support Leveled text	Props Pictures Prompts Word/picture wall L1 support Leveled text	Props Pictures Prompts Word/picture wall Leveled text	Leveled text	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
SL.K.5 WIDA ELDS: 2 Speaking Listening Writing	Add drawings to descriptions to provide additional detail.		Illustrate in order to provide additional detail to descriptions with teacher modeling.	VU	Draw, details, illustrate
				LFC	Adjectives, nouns
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Illustrate in order to provide additional detail to descriptions in L1 and/or using single words.	Illustrate in order to provide additional detail to descriptions in L1 and/or using phrases and short sentences.	Illustrate in order to provide additional detail to descriptions that use repetitive structures.	Illustrate in order to provide additional detail to descriptions using complex sentences.	Illustrate in order to provide additional detail to descriptions using multiple, complex oral sentences.
Learning Supports	Teacher model Props Pictures Word/picture wall L1 support Leveled text	Teacher model Props Pictures Word/picture wall L1 support Leveled text	Teacher model Props Pictures Word/picture wall Leveled text	Pictures Word/picture wall Leveled text	Leveled text

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.K.6 WIDA ELDS: 2 Speaking	Express thoughts, feelings and ideas to others clearly.		Describe thoughts, feelings, and ideas to others using a graphic organizer.		VU	Thoughts, feelings, interview
					LFC	Adjectives, nouns, interrogatives
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe thoughts, feelings and ideas in L1 using single words that represent ideas using phrase patterns and general, content related vocabulary.	Describe thoughts, feelings and ideas in L1 using phrases and short sentences that represent ideas using formulaic sentence patterns and general, content-based vocabulary.	Describe thoughts, feelings and ideas using simple sentence that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Describe thoughts, feelings and ideas using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Describe thoughts, feelings and ideas using clear and coherent writing using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Graphic organizer Props Gestures Pictures Word/picture wall Sentence Frame L1 support	Graphic organizer Props Gestures Pictures Word/picture wall Sentence Frame L1 support	Graphic organizer Pictures Word/picture wall Sentence Frame	Sentence Frame	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.K.1.b, c, e WIDA ELDS: 1,2 Speaking	Express ideas in shared language activities using frequently occurring nouns (ball), plural nouns (balls, wishes), verbs (play) and prepositions (in).		Communicate using frequently occurring nouns, verbs, and prepositions by participating in shared language activities.		VU	Express, communicate
					LFC	Nouns, verbs, prepositions
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Communicate using shared language activities in L1 or use single words.	Communicate using shared language activities in L1 or use phrases and short sentences.	Communicate using shared language activities using simple sentences.	Communicate using shared language activities by using expanded and some complex sentences.	Communicate using shared language activities using clear and coherent language using multiple, complex sentences.
Learning Supports		L1 Support Pictures TPR Choral Reading Songs/Chants Partner	L1 Support Pictures TPR Choral Reading Songs/Chants Partner	Pictures TPR Songs/Chants Partner	TPR Songs/Chants	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.K.5.a WIDA ELDS: 2 Reading Listening	Sort common objects into categories (e.g., colors), with guidance and support.	Follow oral directions to sort objects into categories using teacher modeling and a partner.	VU	Category, sort
			LFC	Commands, adjectives of color, size and quantity
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Follow oral directions to classify objects into categories of size, color and shape in L1 and/or follow simple oral directions of single words or gestures.	Follow oral directions to classify objects into categories of size, color and shape in L1 and/or follow simple oral phrasal directions which have formulaic structures.	Follow simple oral directions which have repetitive grammatical structures, to classify objects into categories of size, color and shape.	Follow complex, oral directions, which have a variety of grammatical structures, to classify objects into categories of size, color and shape.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify objects into categories of size, color, and shape.
Learning Supports		Teacher model L1 support Pictures Partner	Teacher model L1 support Pictures Partner	Teacher model Pictures Partner	Partner	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.K.5.d WIDA ELDS: 2 Speaking	With guidance and support, demonstrate the understanding of shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.	Describe the shades of meanings of verbs (walk, march, strut, prance) using Total Physical Response activities.	VU	Act out, meaning
			LFC	Verbs
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe shades of meaning among verbs in L1 and/or state the same general action using single words.	Describe shades of meaning among verbs using L1 and/or describe the same general action with short phrases.	Describe shades of meaning among verbs describing the same general action using simple related sentences with repetitive structures.	Describe shades of meaning among verbs using complex sentences.	Describe shades of meaning among verbs using multiple, complex sentences.
Learning Supports	L1 Partner Modeling Pictures TPR Teacher Support	L1 Partner Modeling Pictures TPR	Partner Modeling Pictures TPR	Pictures	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.2 WIDA ELDS: 2 Reading Listening	With prompting and support, retell a familiar story including key details (main characters and setting).	Retell a familiar story including key details in the text by responding to questions and completing a Graphic Organizer.	VU	Retell, characters, setting
			LFC	Question words, verb phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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.
Learning Supports	Graphic Organizer Pictures/Photographs Sentence Frames Word/picture wall L1 Support	Graphic Organizer Pictures/Photographs Sentence Frames Word/picture wall L1 Support	Graphic Organizer Pictures/Photographs Sentence Frames Word/picture wall	Graphic Organizer	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.K.2 WIDA ELDS: 2-5 Reading Listening Speaking	With prompting and support, state key details of an informational text.		Orally state key details of an informational text with prompting and support by using a Graphic Organizer.		VU	Key details, state
					LFC	Question words, verb phrases
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	State key details in L1 and/or answer "Yes/No" questions about the text.	State key details in L1 and/or answer "WH-" questions about the text using simple phrases and/or simple sentences.	State key details in simple, related sentences.	State key details in expanded sentences.	State key details in complex sentences.
Learning Supports	Graphic Organizer Pictures/Photographs Gestures Word/picture wall L1 Support	Graphic Organizer Pictures/Photographs Gestures Word/picture wall L1 Support	Graphic Organizer Pictures/Photographs Word/picture wall	Graphic Organizer	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.K.3 WIDA ELDS: 2 Reading Listening Speaking	With prompting and support, identify the major events in a story.		Orally identify the major events in a story by retelling the beginning, middle, and end using pictures and a graphic organizer.	VU	Beginning, middle, end
				LFC	Nouns, adjectives, verb phrases
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally identify the beginning, middle, and end of a story using single words or L1.	Orally identify the beginning, middle, and end of a story using phrases and short sentences or in L1.	Orally identify the B/M/E of a story using simple sentences that represent multiple, related ideas using repetitive structures and key, content-based vocabulary.	Orally identify the B/M/E of a story using expanded and some complex sentences that represent organized ideas with a variety of grammatical structures and content-based vocabulary.	Orally identify the B/M/E of a story using multiple, complex sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Pictures/Photographs Word/picture wall Graphic Organizer L1 Support	Pictures/Photographs Word/picture wall Graphic Organizer L1 Support	Pictures/Photographs Word/picture wall Graphic Organizer	Word/picture wall Graphic Organizer	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.K.6 RI.L.6 WIDA ELDS: 2 Reading Listening Speaking	With prompting and support, name the author and illustrator and define their roles		Identify the author and illustrator and their roles with prompting and support using the anchor chart.	VU	Author, illustrator
				LFC	Nouns, verbs, questions words
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the author and illustrator and their roles in L1 and/or using single words or phrases.	Identify the author and illustrator and their roles in L1 and/or using simple phrases.	Identify the author and illustrator and their roles in simple sentences.	Identify the author and illustrator and their roles in expanded sentences.	Identify the author and illustrator and their roles in complex sentences.
Learning Supports	Anchor Chart L1 Support Teacher Support Prompts	Anchor Chart L1 Support Teacher Support Prompts	Anchor Chart Teacher Support Prompts	Anchor Chart	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.6 RI.L.6 WIDA ELDS: 2 Reading Listening Speaking	With prompting and support, describe the connection between the illustration and story/text (what moment in the story or idea in the text the illustration depicts).	Describe the connections between the picture and text using word/picture wall and sentence frames.	VU	Connection, text, illustration
			LFC	Nouns, pronouns, adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
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.
Learning Supports	L1 Support Pictures/Photographs Word/picture wall Sentence Frames Props	L1 Support Pictures/Photographs Word/picture wall Sentence Frames	Word/picture wall Word Bank Sentence Frames	Sentence Frames	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.10 RI.L.10 WIDA ELDS: 2 Reading Listening Speaking	Listen and respond with purpose and understanding to literature and informational text in group reading activities.	Orally answer questions for the purpose and understanding of the text that was read by using a Story map.	VU	Answer, purpose, understanding
			LFC	Question words, verb phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer questions about the text in L1 and/or answer yes/no questions.	Answer questions about the text in L1 and/or use simple phrases.	Answer questions about the text in complete sentences.	Answer questions about the text in detailed sentences.	Answer questions about the text in expanded sentences.
Learning Supports	Story map Pictures/Photographs Gestures Word/picture wall L1 Support Choice questions	Story map Pictures/Photographs Sentence Frames Word/picture wall L1 Support	Story map Pictures/Photographs Word/picture wall	Story map	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.K.1.a WIDA ELDS: 2 Reading Listening Speaking	Follow words in print left to right and top to bottom.	Follow oral directions of how to track words from left to right and top to bottom with Teacher Modeling and use of a Reading Tracker.	VU	Track, left, right, top, bottom
			LFC	Commands
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions of how to track words from left to right and top to bottom in L1 and/or using key, single words or phrases.	Follow oral directions of how to track words from left to right and top to bottom in L1 and/or using phrases.	Follow oral directions of how to track words from left to right and top to bottom using simple sentences.	Follow oral directions of how to track words from left to right and top to bottom using some complex sentences.	Follow oral directions of how to track words from left to right and top to bottom using multiple, complex sentences.
Learning Supports	L1 Support Teacher Support Reading Tracker Leveled text	L1 Support Teacher Support Reading Tracker Leveled text	Teacher Support Reading Tracker Leveled text	Reading Tracker Leveled text	Leveled text

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.2.1 WIDA ELDS: 2 Reading Listening Speaking	Produce three simple rhyming words.		Demonstrate phonemic awareness by producing rhyming words using pictures/photographs and anchor charts of word families.		VU	Rhyme
					LFC	Nouns
					LC	Varies by level
	ELP 1	**ELP 2**	**ELP 3**	**ELP 4**	**ELP 5**	
Language Objectives	Demonstrate phonemic awareness by independently producing rhyming words in L1 and/or by repeating nursery rhymes, rhyming picture cards; and/or produce missing words from rhymes that match pictures/ photographs.	Demonstrate phonemic awareness by independently producing rhyming words in L1 and/or by and producing missing rhyming words that match pictures/photographs.	Demonstrate phonemic awareness by identifying rhyming words in nursery rhymes.	Demonstrate phonemic awareness by producing rhyming words from known patterns.	Demonstrate phonemic awareness by independently producing rhyming words.	
Learning Supports	Graphic Organizer Pictures/Photographs Word/picture wall L1 Support Anchor chart of word families	Graphic Organizer Pictures/Photographs Word/picture wall L1 Support Anchor chart of word families	Graphic Organizer Pictures/Photographs Word/picture wall Anchor chart of word families	Graphic Organizer Word/picture wall Anchor chart of word families		

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.1.b, c WIDA ELDS: 2 Reading Listening	Recognize that print represents the spoken language and words are represented by specific sequences of letters, and separated by spaces.		Follow oral directions to identify word boundaries and the beginning part of a sentence with Teacher Modeling.		VU	Words, frame, sentences
					LFC	Command
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Follow oral directions in L1 and/or oral directions with single words, modeling and gestures to identify word boundaries.	Follow multiple oral directions in L1 and/or simple oral directions to identify word boundaries.	Follow simple oral directions to identify word boundaries.	Follow two-step oral directions to identify word boundaries.	Follow multiple, oral directions to identify word boundaries.
Learning Supports		L1 Support Teacher Modeling Partner work Leveled text Gestures	L1 Support Teacher Modeling Partner work Leveled text	Teacher Modeling Partner work Leveled text	Partner work Leveled text	Leveled text

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RF.K.2.b WIDA ELDS: 2 Reading Listening Speaking	Count, pronounce, blend, and segment syllables in single-syllable spoken words.		Count number of syllables through spoken language by clapping out sounds following Teacher Modeling.	VU	Syllable, count, clap
				LFC	Nouns
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Count one and two syllable words in L1 and/or in a single familiar word by repeating and clapping out sounds.	Count the syllables in L1 and/or a short phrase by repeating and clapping out sounds.	Count one and two syllable words in simple sentences by clapping syllables.	Count one and two syllable words in short story by clapping words.	Count one and two syllable words in extended discourse by clapping words independently.
Learning Supports		Pictures/Photographs Small group/ triads L1 Support Teacher Modeling	Pictures/Photographs Small group/ triads L1 Support Teacher Modeling	Pictures/Photographs Small group/ triads Teacher Modeling	Pictures/Photographs Small group/ triads	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.K.2.c WIDA ELDS: 2 Reading Listening Speaking	Blend and segment onsets and rimes of single-syllable spoken words.	Orally segment and blend onsets and rime in single-syllable words using pictures and a Sound-symbol chart.	VU	Syllable
			LFC	Commands, simple present tense
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally segment sounds in a single syllable familiar word.	Orally segment sounds in a single syllable grade-level word.	Orally produce sounds in a single syllable content-based familiar word.	Orally produce sounds in single syllable content-based familiar words and some nonsense words.	Orally produce sounds in single syllable nonsense words and unfamiliar content-based words.
Learning Supports	Picture/word cards Sound-symbol chart Letter Tiles Teacher Modeling L1 Support	Picture/word cards Sound-symbol chart Letter Tiles L1 Support	Picture/word cards Sound-symbol chart Letter Tiles	Picture/word cards Sound-symbol chart Letter Tiles	Letter Tiles

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.3.a WIDA ELDS: 2 Reading Listening Speaking	Demonstrate basic knowledge of letter-sound correspondence by producing 15 of the 26 primary letter sounds of the consonants.		Produce consonant sounds using picture/Letter Tiles.		VU	Letters, sound, initial, final
					LFC	Commands
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce consonant sounds in L1 and/or produce consonant sounds of key, high-frequency words in English.	Produce consonant sounds in L1 and/or produce consonant sounds of common, vocabulary words in English.	Produce consonant sounds using key, content-based vocabulary words.	Produce consonant sounds using content-based vocabulary words.	Produce consonant sounds using precise, content-based vocabulary words.
Learning Supports	L1 Support Letter Tiles Picture cards	L1 Support Letter Tiles Picture cards	Letter Tiles Picture cards	Letter Tiles	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.K.3.c WIDA ELDS: 2 Reading	Read high-frequency sight words (e.g., all, no).	Read and identify grade-level high-frequency words in and out of context by identifying and reading them in and out of context using a Word wall.	VU	Sight words
			LFC	Subject verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and repeat high frequency words by highlighting them in leveled text.	Identify and orally read aloud high frequency words by searching in leveled text.	Identify and orally read aloud high frequency words in leveled text.	Identify and orally read aloud high frequency words in and out of context by reading them in leveled text.	Identify and read high-frequency words in and out of context by identifying and reading them in grade level text.
Learning Supports	Word wall Highlight Pictures/Photographs L1 Support Leveled text	Word wall Pictures/Photographs L1 Support Leveled text	Word wall Pictures/Photographs Leveled text	Word wall	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.K.1 WIDA ELDS: 2 Writing Speaking	Draw and write an opinion piece stating the topic (self- chosen or teacher directed) and an opinion on the topic.		Draw and write/dictate an opinion piece including the topic name by using developmental spelling, Word/picture wall, classroom labels, and/or Teacher Support.	VU	Opinion, topic, write, illustrate
				LFC	Nouns, adjectives, articles
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or use content-related, single words in phrase or memorized patterns that represent key ideas.	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or using general, content-based vocabulary in phrases and short sentences with formulaic sentence patterns that represent key ideas.	Draw a picture and write/dictate an opinion about a chosen topic using key, content-based vocabulary in simple sentences using repetitive structures that represent multiple, related ideas.	Draw a picture and write/dictate an opinion about a chosen topic using content-based vocabulary in expanded and some complex sentences with a variety of grammatical structures that represent organized ideas.	Draw a picture and write/dictate an opinion about a chosen topic using multiple sentences with a variety of grammatical structures and precise, content-based vocabulary.
Learning Supports	Props Pictures/Photographs Sentence Frames Word/picture wall Native language texts L1 Support	Props Pictures/Photographs Sentence Frames Word/picture wall Native language texts L1 Support	Pictures/Photographs Sentence Frames Word/picture wall	Sentence Frames	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.K.2 WIDA ELDS: 2 Writing Speaking	Create an informative/explanatory piece that names the topic and supplies information using emergent writing, pictures and dictation.		Draw/write/dictate an informative/explanatory piece using Word/picture wall.		VU	Illustrate, write, dictation
					LFC	Nouns, verbs, pronouns
					LC	Varies by level

	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	Pictures/Photographs Sentence Frames Word/picture wall Native language texts L1 Support	Pictures/Photographs Sentence Frames Word/picture wall Native language texts L1 Support	Pictures/Photographs Sentence Frames Word/picture wall	Sentence Frames	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.K.6 WIDA ELDS: 2 Writing Speaking	With guidance and support, produce and publish a short narrative using digital tools.	Compose and publish a narrative writing by using Visuals, Technology and Technological Resources, and Teacher Modeling.	VU	Publish, narrative
			LFC	simple, present, adjectives, nouns
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and publish a narrative writing task in L1 and/or in English using pictures, key content-related single words.	Compose and publish a narrative writing task in L1 and/or in English using pictures, phrases and general, content-based vocabulary.	Compose and publish a narrative writing task using simple, related sentences with repetitive structures and key content-based vocabulary.	Compose and publish an organized narrative writing task using expanded sentences and key content-based vocabulary.	Compose and publish a clear and coherent narrative writing task using multiple sentences and content-based vocabulary.
Learning Supports	Teacher Modeling Visuals Word/picture wall L1 Support Small group Technology and Technological Resources	Teacher Modeling Visuals Word/picture wall L1 Support Small group Technology and Technological Resources Sentence Frame	Teacher Modeling Visuals Word wall Small group Technology and Technological Resources	Teacher Modeling Small group Technology and Technological Resources	Technology and Technological Resources

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.K.6 WIDA ELDS: 2 Writing Speaking	With guidance and support, produce and publish a short narrative using digital tools.	Compose and publish a narrative writing by using Visuals, Technology and Technological Resources, and Teacher Modeling.	VU	Publish, narrative
			LFC	simple, present, adjectives, nouns
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and publish a narrative writing task in L1 and/or in English using pictures, key content-related single words.	Compose and publish a narrative writing task in L1 and/or in English using pictures, phrases and general, content-based vocabulary.	Compose and publish a narrative writing task using simple, related sentences with repetitive structures and key content-based vocabulary.	Compose and publish an organized narrative writing task using expanded sentences and key content-based vocabulary.	Compose and publish a clear and coherent narrative writing task using multiple sentences and content-based vocabulary.
Learning Supports	Teacher Modeling Visuals Word/picture wall L1 Support Small group Technology and Technological Resources	Teacher Modeling Visuals Word/picture wall L1 Support Small group Technology and Technological Resources Sentence Frame	Teacher Modeling Visuals Word wall Small group Technology and Technological Resources	Teacher Modeling Small group Technology and Technological Resources	Technology and Technological Resources

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
W.K.7 WIDA ELDS: 2 Writing Speaking Listening Reading	Participate in group writing activity; including shared research (compare stories written by one author and state an opinion about them).		Write/draw/dictate in a group writing activity using by participating in shared language activities.	VU	Communicate, TPR, participate
				LFC	Nouns, verbs, adjectives
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in shared language activities in L1 using single words that represent an opinion.	Participate in shared language activities in L1 using phrases and short sentences.	Participate in shared language activities using simple sentences.	Participate in shared language activities using expanded and some complex sentences.	Participate in shared language activities using clear and coherent language using multiple, complex sentences.
Learning Supports	L1 Support Pictures/Photographs TPR Partner work Shared language activities	L1 Support Pictures/Photographs TPR Partner work Shared language activities	Pictures/Photographs TPR Partner work Shared language activities	TPR	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.K.1.a, b SL.K.2 SL..K.3 WIDA ELDS: 2 Speaking Listening	Engage in five-strand conversation following agreed upon rules for discussion, asking and answering questions about key details and clarification.	Ask and answer questions about key details and clarification in a conversational format using props and Pictures/Photographs.	VU	Ask, answer, conversation
			LFC	Questions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in a conversational format in L1 and/or answer yes/no or either/or questions in English.	Ask and answer questions in a conversational format in L1 and/or use general, content-based vocabulary in phrases and short sentences.	Ask and answer questions in a conversational format using simple sentences that represent multiple, related ideas.	Ask and answer questions in a conversational format using expanded and some complex sentences.	Ask and answer questions in a conversational format using multiple, complex sentences.
Learning Supports	Pictures/Photographs Cue Cards Word/picture wall Native language texts L1 Support Props	Pictures/Photographs Cue Cards Sentence Frames Word/picture wall Native language texts L1 Support	Pictures/Photographs Cue Cards Sentence Frames Word/picture wall	Sentence Frames Cue Cards	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.K.4 WIDA ELDS: 2 Speaking Listening	Name and describe familiar people, places, things or events and provide additional detail when prompted with questions.		Describe familiar people, places, and things and provide additional information, when prompted, using Pictures/Photographs, props, and Prompts.		VU	People, places, things
					LFC	Nouns
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using high-frequency, content-related single words.	Describe familiar people, places, and things and provide additional information, when prompted, in L1 and/or using general, content-based vocabulary in phrases and short sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using key, and content-based vocabulary in simple sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using expanded and some complex sentences.	Describe familiar people, places, and things and provide additional information, when prompted, using multiple, complex sentences.
Learning Supports		Props Pictures/Photographs Prompts Word/picture wall L1 Support	Props Pictures/Photographs Prompts Word/picture wall L1 Support	Props Pictures/Photographs Prompts Word/picture wall	Pictures/Photographs Word/picture wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
SL.K.4 WIDA ELDS: 2 Speaking Listening	Create an illustration to add details to a description.	Respond to oral prompts by adding details to descriptions using Pictures/Photographs and Teacher Modeling.	VU	Respond, illustrate, details
			LFC	Adjectives, nouns
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Respond to oral prompts in L1 and/or respond to high-frequency, content related, single words or phrase prompts by adding details to drawings.	Respond to single, oral prompts in L1 and/or respond to phrases and short sentence prompts, by adding details to drawings.	Respond to multiple, oral prompts by adding details to drawings.	Respond to complex, oral prompts by adding details to drawings.	Respond to multiple, oral prompts by adding details to drawings.
Learning Supports	Teacher Modeling Props Pictures/Photographs Word/picture wall L1 Support Leveled text	Teacher Modeling Props Pictures/Photographs Word/picture wall L1 Support Leveled text	Teacher Modeling Props Pictures/Photographs Word/picture wall Leveled text	Pictures/Photographs Word/picture wall Leveled text	Leveled text

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.K.1.a WIDA ELDS: 2 Writing Listening	Print 15 upper and lower case letters.		Write printing upper and lower case letters using Letter Tiles and Teacher Modeling.	VU	Print, upper/lower case, letters
				LFC	Commands
				LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write upper and lower case letters in L1 and/or print specific letters in English.	Write upper and lower case letters in L1 and/or print specific upper and lower case letters in English.	Write upper and lower case letters by using key, content-based vocabulary words.	Write upper and lower case letters by using content-based vocabulary words.	Write upper and lower case letters by using content-based vocabulary words.
Learning Supports	L1 Support Letter Tiles Charts/Posters Teacher Modeling	L1 Support Letter Tiles Charts/Posters Teacher Modeling	Charts/Posters Letter Tiles	Letter Tiles	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.K.1.b,c,e WIDA ELDS: 2 Speaking	Express ideas in shared language activities using frequently occurring nouns, verbs and prepositions, and regularly formed plural nouns (e.g. dog, dogs).	Communicate using frequently occurring nouns, verbs, and prepositions and regularly formed plural nouns using prompts and Word/Picture Wall.	VU	Express, plural
			LFC	Commands
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in shared language activities using nouns, verbs, prepositions and regularly formed plurals in L1 and/or using single words or phrases.	Participate in shared language activities using nouns, verbs, prepositions and regularly formed plurals in L1 and/or in phrases and short sentences.	Communicate using nouns, verbs, prepositions and regularly formed plurals in simple, related sentences.	Communicate using nouns, verbs, prepositions and regularly formed plurals in expanded and some complex sentences.	Communicate clearly and coherently using nouns, verbs, prepositions and regularly formed plurals in multiple, complex sentences.
Learning Supports	L1 Support Pictures/Photographs TPR Charts/Posters Songs/Chants Partner work	L1 Support Pictures/Photographs TPR Charts/Posters Songs/Chants Partner work	Pictures/Photographs TPR Songs/Chants Partner work	TPR Songs/Chants	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
L.K.1.d WIDA ELDS: 2 Speaking Listening	Use questions words (who, what, when, why and how) in meaningful context when speaking.		Ask WH questions by interviewing peers using a graphic organizer.	VU	Ask, questions, interview
				LFC	Question words, verb phrases
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Ask WH- questions in L1 and/or using general, content-related, single words using phrase patterns.	Ask WH- questions in L1 and/or using general, content-based vocabulary in phrases and short sentences.	Ask WH- questions using key, content-based vocabulary in simple sentences.	Ask WH- questions using key, content-based vocabulary in expanded and some complex sentences.	Ask WH- questions using precise, content-based vocabulary in multiple, complex sentences.
Learning Supports		Props Gestures Pictures/Photographs Word/picture wall Sentence Frames L1 Support Graphic Organizer	Props Gestures Pictures/Photographs Word/picture wall Sentence Frames L1 Support Graphic Organizer	Pictures/Photographs Word/picture wall Sentence Frames Graphic Organizer	Sentence Frames Graphic Organizer	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.K.1.a WIDA ELDS: 2 Reading Listening	With guidance and support, sort words into basic categories (colors, shapes)	Follow oral directions to sort words into categories using teacher modeling and partner work.	VU	Category, sort, classify
			LFC	Commands, adjectives of color, size and quantity
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Follow oral directions, , to classify words into categories in L1 and/or follow simple oral directions of single words or gestures.	Follow to classify words into categories in L1 and/or follow simple oral phrasal directions.	Follow simple oral directions, which have repetitive grammatical structures, to classify words into categories.	Follow complex, oral directions, which have a variety of grammatical structures, to classify words into categories.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify words into categories.
Learning Supports	Teacher Modeling L1 Support Pictures/Photographs Partner work	Teacher Modeling L1 Support Pictures/Photographs Partner work	Teacher Modeling Pictures/Photographs Partner work	Partner work	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.K.5.c WIDA ELDS: 2 Reading Listening	With guidance and support, identify real life connections between words and their use.		Describe nouns with adjectives using word/picture wall		VU	Describe
					LFC	Noun adjective placement
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe nouns with adjectives in L1 and/or high-frequency nouns with adjectives in memorized phrases and short sentences.	Describe nouns with adjectives in L1 and/or general nouns in phrases and short sentences with formulaic structures.	Describe nouns with adjectives using key vocabulary in simple sentences with repetitive grammatical structures.	Describe nouns with adjectives using key vocabulary in expanded and some complex sentences with a variety of grammatical structures.	Describe nouns with adjectives using precise vocabulary in multiple, complex sentences with a variety of grammatical structures.
Learning Supports	Teacher Modeling Word/Picture Wall Chart on adjective/noun placement L1 Support	Teacher Modeling Word/Picture Wall Chart on adjective/noun placement L1 Support	Word/Picture Wall Chart on adjective/noun placement		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.K.6 WIDA ELDS: 2 Reading Listening Speaking	Use vocabulary acquired through responding to texts.	Respond to a text using words and phrases acquired through reading using visuals.	VU	Vocabulary, respond
			LFC	Nouns, verbs, adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Respond to a text in L1 and/or using high-frequency, content related vocabulary.	Respond to a text in L1 and/or using general, content-based vocabulary in common phrases and short sentences	Respond to a text using key, content-based vocabulary words and phrases acquired through reading in simple sentences.	Respond to a text using content-based vocabulary words and phrases acquired through reading in expanded and some complex sentences.	Respond to a text using precise, content-based vocabulary words and phrases acquired through reading in multiple, complex sentences.
Learning Supports	Visuals L1 Support Gestures	Visuals L1 Support Gestures	Visuals	Visuals	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.K.4 WIDA ELDS: 1,2 Reading Listening Speaking	Ask and answer questions to learn about unfamiliar words in literature texts.		Ask and answer questions for clarification of unknown words in a text, read aloud or independently, using a guiding questions checklist	VU	Ask, answer, clarify, checklist
				LFC	Interrogatives, nouns, verbs, sentences with context clues added
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Ask and answer questions about the meaning of content-based words in L1 and/or answer Choice questions about high-frequency, unknown words in a leveled text using single words and short phrases.	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.
Learning Supports		Pictures/Photographs Word/Picture Wall L1 Support Choice questions Checklist for guiding questions	Pictures/Photographs Word/Picture Wall L1 Support Checklist for guiding questions	Pictures/Photographs Word/Picture Wall Checklist for guiding questions	Checklist for guiding questions	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.K.4 WIDA ELDS: 1 -5 Reading Listening Speaking	With prompting and support, ask and answer questions to learn about unfamiliar words in informational texts.	Ask and answer questions about unfamiliar words in text, read aloud or independently, by using pictures, photographs and gestures.	VU	Ask, answer
			LFC	Subject verb agreement, declarative and interrogative sentences
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about the meaning of content-based words in L1 and/or answer Choice questions about high-frequency, unknown words in a leveled text using single words and short phrases.	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.
Learning Supports	Pictures/Photographs Word/Picture Wall L1 Support Gestures	Pictures/Photographs Word/Picture Wall L1 Support	Pictures/Photographs Word/Picture Wall	Pictures/Photographs	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.K.8 WIDA ELDS: 1-5 Reading Listening Speaking	With prompting and support, state reasons an author gives to support points in a text.	Describe the reasons the author gives to support his point of view using a Graphic Organizers.	VU	Describe, Graphic Organizers, support
			LFC	Present progressive text, adverbs, adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe the reasons the author gives to support his point of view in L1 and/or using high-frequency, single words in phrases.	Describe the reasons the author gives to support his point of view using L1 and/or using key vocabulary in phrases or short sentences.	Describe the reasons the author gives to support his point of view by using key vocabulary in simple, related sentences.	Describe the reasons the author gives to support his point of view producing key vocabulary in expanded and some complex sentences.	Describe the reasons the author gives to support his point of view using precise, vocabulary in multiple, complex sentences.
Learning Supports	L1 text and/or support Partner work Visuals Graphic Organizers	L1 text and/or support Partner work Visuals Graphic Organizers	Small group/ triads Visuals Graphic Organizers	Small group/ triads	

Standard	Student Learning Objective (SLO)		Language Objective	Academic Language	
RL.K.9 WIDA ELDS: 1,2 Reading Listening Speaking Writing	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, utilizing pictures clues or other story props.		Compare and contrast the adventures and experiences of characters in stories using pictures to complete a Venn Diagram.	VU	Character, adventure, experiences, compare, contrast
				LFC	Comparative & superlative adjectives; sentences with conjunctions
				LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Compare and contrast the adventures and experiences of characters in stories with pictures using L1 and/or using single words.	Compare and contrast the adventures and experiences of characters in leveled stories with pictures using L1 and/or using phrases and short sentences.	Compare and contrast the adventures and experiences of characters in leveled stories with pictures using key vocabulary in simple, related sentences.	Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in expanded and some complex sentences.	Compare and contrast the adventures and experiences of characters in stories using precise vocabulary in multiple, complex sentences.
Learning Supports		Venn Diagram L1 Support Partner work Choice questions Pictures and Photographs Gestures	Venn Diagram L1 Support Partner work Pictures and Photographs Sentence Frame	Venn Diagram Partner work Pictures and Photographs	Venn Diagram Partner work Pictures	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.2.c WIDA ELDS: 1,2 Speaking Reading Listening	Blend and segment onsets and rimes of single-syllable spoken words		Demonstrate phonemic awareness of rhyming words through spoken language using Pictures and Photographs		VU	Rhyme, word family
					LFC	Nouns
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize and produce rhyming words in L1, if applicable, and/or by repeating nursery rhymes and rhyming picture cards.	Recognize and produce rhyming words in L, if applicable, and/or by reciting nursery rhymes.	Recognize and produce known rhyming words from nursery rhymes.	Recognize and produce known rhyming words.	Recognize and produce unknown rhyming words.
Learning Supports	Pictures and Photographs L1 Support Chart of rhyming words	Pictures and Photographs L1 Support Chart of rhyming words	Pictures and Photographs Chart of rhyming words	Pictures and Photographs Chart of rhyming words	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.4 WIDA ELDS: 1,2 Reading Writing Speaking	Read emergent reader texts with purpose and understanding.		Read with purpose and demonstrate comprehension of text by using Graphic Organizers.		VU	Purpose, comprehension, understanding
					LFC	Simple and compound sentences
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read with purpose and demonstrate comprehension in L1 and/or read an emergent reader and state or repeat the purpose and demonstrate comprehension.	Read with purpose and demonstrate comprehension in L1 and/or read an emergent reader and state the purpose and demonstrate comprehension.	Read emergent reader texts with purpose and demonstrate comprehension in simple sentences.	Read with purpose and demonstrate comprehension of an emergent reader in expanded and some complex sentences.	Orally explain the purpose and demonstrate comprehension of an emergent reader in multiple, complex sentences.
Learning Supports		Illustrated, leveled texts L1 text and/or support Choice questions Graphic Organizers Word/Picture Wall	Illustrated, leveled texts L1 text and/or support Sentence Frame Graphic Organizers Word/Picture Wall	Graphic Organizers Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.K.5 WIDA ELDS: 2 Writing Listening Speaking	With guidance and support, add details to strengthen writing (e.g., adding the names of characters to a story) in response to questions and suggestions from peers.	Add details to writing after exchanging ideas by using Visuals, Graphic Organizers and suggestions from peers.	VU	**detail, edit, revise**
			LFC	Simple present tense**,** past tense**,** adjectives, adverbs, punctuation marks.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Add details to writing after exchanging ideas with peers in L1 and/or answer wh – questions in English and add one-word or picture details to writing.	Add details to writing after exchanging ideas with peers in L1 and/or using key vocabulary in short phrases to add one or two-word details.	Add details to writing after exchanging ideas with peers using key vocabulary in simple, related sentences.	Add details to writing after exchanging ideas with peers using key vocabulary in expanded and some complex sentences.	Add details to writing after exchanging ideas with peers using precise vocabulary in multiple, complex sentences.
Learning Supports	Word/Picture Wall Teacher Support L1 Support Visuals Graphic Organizers	Word/Picture Wall Teacher Support L1 Support Visuals Graphic Organizers Sentence Frame	Word Wall Peer support Graphic Organizers	Peer support Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.K.8 WIDA ELDS: 1,2 Speaking Writing Listening	With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., magazines, websites) to answer a question.	Recall information from experiences to answer questions using a model and a Graphic Organizers.	VU	Recall, experience, source
			LFC	Conjunctions, transitions, past tense
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recall an event to answer questions in L1 and/or answer yes/no questions by using illustrations or single words.	Recall an event and answer questions in L1 and/or use illustrations and phrases to complete Sentence Frames.	Recall an event and answer questions using key vocabulary in simple, related sentences.	Recall a well-elaborated event and answer questions using key vocabulary in expanded and some complex sentences.	Recall a well-elaborated event and answer questions using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Word/Picture Wall L1 Support Visuals	Graphic Organizers Word/Picture Wall L1 Support Visuals	Graphic Organizers Word Wall Visuals	Graphic Organizers Word Wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
LK 1.f WIDA ELDS: 1,2 Listening Speaking Writing	Produce and expand complete sentences in shared language activities.		Communicate using complete sentences by participating in shared language activities.		VU	**Express**
					LFC	Nouns, verbs, prepositions
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in shared language activities in L1 and/or using high-frequency single words in key phrase patterns.	Participate in shared language activities in L1 and/or using pictures and key vocabulary in phrases and short sentences.	Participate in shared language activities expressing related ideas using key vocabulary in multiple, simple sentences.	Participate in shared language activities expressing organized ideas using key vocabulary in multiple, complex sentences.	Participate in shared language activities expressing clear and coherent ideas using precise, vocabulary in multiple, complex sentences.
Learning Supports	L1 Support Pictures and Photographs TPR Choral Reading Songs/Chants Partner work	L1 Support Pictures and Photographs TPR Choral Reading Songs/Chants Partner work	Pictures and Photographs TPR Songs/Chants Partner work	TPR Songs/Chants	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.K.4.a WIDA ELDS: 1,2 Listening Speaking Reading Writing	Identify new meanings for familiar words (e.g., knowing fly is a bug and learning flies is something an airplane does) and apply them accurately.		Identify new meanings of words with guidance and support by relating real-life objects to the familiar word.		VU	**Meaning, relate**
					LFC	Simple sentences, verbs, nouns
					LC	Varies by level

		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.	Identify everyday familiar words and objects with new, varied meanings using L1 and/or using Gestures, pictures, and phrases in English.	Identify everyday familiar words and objects with new, varied meanings using pictures and simple, related sentences.	Identify everyday familiar words and objects with varied meanings using expanded and some complex sentences.	Identify everyday familiar words and objects with varied meanings using multiple, complex sentences.
Learning Supports		Manipulatives Pictures and Photographs Word/Picture Wall L1 Support Gestures	Manipulatives Pictures and Photographs Word/Picture Wall L1 Support	Manipulatives Pictures and Photographs Word Wall	Manipulatives Word Wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.K.5.b WIDA ELDS: 1,2 Reading Writing Listening Speaking	With guidance and support, identify the meaning of frequently occurring verbs (e.g., walk) and adjectives (e.g., big) and relate them to their antonyms (e.g., walk-run; big-small).	Make connections between frequently occurring verbs and adjectives to their antonym by using TPR and shared language activities.	VU	Connections, opposite
			LFC	Verbs, adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Make connections between frequently occurring verbs and adjectives to their antonyms in L1 and/or using pictures and single words in phrase patterns.	Make connections between frequently occurring verbs and adjectives to their antonyms in L1 and/or using pictures and phrases or short sentences that represent a word and its opposite.	Make connections between frequently occurring verbs and adjectives to their antonyms using multiple, simple sentences.	Make connections between frequently occurring verbs and adjectives to their antonyms using expanded and some complex sentences.	Make connections between frequently occurring verbs and adjectives to their antonyms using multiple, complex sentences.
Learning Supports	L1 Support Pictures and Photographs TPR Choral Reading Songs/Chants Partner work	L1 Support Pictures and Photographs TPR Choral Reading Songs/Chants Partner work	Pictures and Photographs TPR Songs/Chants Partner work	TPR Songs/Chants	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RL.K.2 WIDA ELDS: 1,2 Reading Speaking Listening	With prompting and support, retell a familiar story including key details.		Retell a familiar story including key details in the text by responding to questions and completing a Graphic Organizers.		VU	Ask, answer, clarify, checklist
					LFC	Interrogatives, nouns, verbs, Sentences with context clues added
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Retell a familiar story in L1 and/or by answering Choice questions about the text with single words.	Retell a familiar story in L1 and/or by answering "WH-"questions about the text using simple phrases and short sentences.	Retell a familiar story using key vocabulary in a series of simple sentences.	Retell a familiar story using key vocabulary in expanded and some complex sentences.	Retell a familiar story in detailed sentences using specific language in multiple, complex sentences.
Learning Supports		Graphic Organizers Pictures/Photographs Sentence Frame Word/Picture Wall L1 support	Graphic Organizers Pictures/Photographs Sentence Frame Word/Picture Wall L1 support	Graphic Organizers Pictures/Photographs Sentence Frame Word/Picture Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.6; RI.K.6 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, name the illustrator and define their roles.	Identify the illustrator and define his/her role with prompting and support by using an Anchor Charts.	VU	**illustrator, write, draw**
			LFC	Nouns, verbs, question words
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the illustrator and define his/her role in L1 and/or using single words or phrases.	Identify the illustrator and define his/her role in L1 and/or use selected vocabulary in simple phrases and short sentences.	Identify the illustrator and define his/her role using key vocabulary in simple, related sentences.	Identify the illustrator and define his/her role using key vocabulary in expanded and some complex sentences.	Identify the illustrator and define his/her role using precise vocabulary in multiple, complex sentences.
Learning Supports	Anchor Charts L1 Support Teacher Support Prompts	Anchor Charts L1 Support Teacher Support Prompts	Anchor Charts Teacher Support Prompts	Anchor Charts	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.9 WIDA ELDS: 1,2 Reading Speaking Listening	With prompting and support, compare and contrast characters' adventures and experiences in familiar stories.	Compare and contrast the adventures and experiences of characters in stories using a Venn diagram.	VU	Character, adventure, experiences, traits, compare, contrast
			LFC	Comparative and superlative adjectives; sentences with conjunctions
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast the adventures and experiences of characters in L1 and/or in leveled stories using Pictures and selected single words.	Compare and contrast the adventures and experiences of characters in leveled stories by using Pictures and selected vocabulary in key phrases and short sentences.	Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in simple, related sentences.	Compare and contrast the adventures and experiences of characters in leveled stories using key vocabulary in expanded and some complex sentences.	Compare and contrast the adventures and experiences of characters in grade level stories using precise vocabulary in multiple, complex sentences.
Learning Supports	Venn Diagram L1 support Pairs Choice questions Pictures	Venn Diagram L1 support Pairs Pictures	Venn Diagram Pairs	Venn Diagram	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RL.K.10; RI.K.10 WIDA ELDS: 2-5 Reading Speaking Listening	Listen and respond to questions about literature and informational text in group reading activities.	Orally answer questions for purpose and understanding of the text that was read by using a story map.	VU	Answer, purpose, understanding
			LFC	Question words, verb phrases
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer questions about the text in L1 and/or answer yes/no questions or use single words, phrases, or chunks of language.	Answer questions about the text in L1 and/or use Pictures and selected vocabulary in key phrases and short sentences.	Answer questions using key language in a series of simple, related sentences	Answer questions using key language in expanded and some complex sentences.	Answer questions using specific vocabulary in multiple, complex sentences.
Learning Supports	Story map Pictures/Photographs Gestures Word/Picture Wall L1 support Choice questions	Story map Pictures/Photographs Sentence Frame Word/Picture Wall L1 support	Story map Pictures/Photographs Word/Picture Wall	Story map	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.K.3 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, describe the relationship between two individuals, events, ideas, or pieces of information in a text.		Describe relationships between two individuals, events, ideas, or pieces of information in a text using Word Wall and Sentence Frame.		VU	Relationships, text, events
					LFC	Nouns, pronouns, adjectives
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe relationships between two individuals, events, ideas, or pieces of information in a text in L1 and/or use selected single words that represent key ideas.	Describe relationships between two individuals, events, ideas, or pieces of information in a text in L1 and/or use selected vocabulary in key phrases and short sentences.	Describe relationships between two individuals, events, ideas, or pieces of information in a text using key vocabulary in a series of simple, related sentences.	Describe relationships between two individuals, events, ideas, or pieces of information in a text using key vocabulary in expanded and some complex sentences.	Describe relationships between two individuals, events, ideas, or pieces of information in a text using precise vocabulary multiple, complex sentences.
Learning Supports	L1 support Pictures/Photographs Word/Picture Wall Sentence Frame Props	L1 support Pictures/Photographs Word/Picture Wall Sentence Frame	Word/Picture Wall Sentence Frame	Sentence Frame	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RI.K.4 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, ask and answer questions about unknown words in informational texts.		Ask and answer questions for clarification of unknown words using a guiding questions checklist.		VU	Ask, answer, clarify, checklist
					LFC	Interrogatives, nouns, verbs, Sentences with context clues added
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about the meaning of content based words in L1 and/or general and content based words in leveled texts by using Pictures to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in L1 and/or general and content based words in leveled texts by using Pictures, schemata and cognates to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in a leveled text by using context clues and schemata to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in a grade level text by using context clues and schemata to determine the meaning of unknown words.	Ask and answer questions about the meaning of content based words in a grade level text by using context clues and schemata to determine the meaning of unknown words.
Learning Supports	Pictures/Photographs Graphic Organizers Word/Picture Wall L1 support Picture Dictionary Checklist for guiding questions	Pictures/Photographs Graphic Organizers Word/Picture Wall L1 support Picture Dictionary Checklist for guiding questions	Pictures/Photographs Graphic Organizers Word/Picture Wall Picture Dictionary Checklist for guiding questions	Graphic Organizers Checklist for guided reading questions	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.K.8 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, state reasons an author gives to support points in an informational text	State the reasons the author gives to support points in an informational text using a Graphic Organizers.	VU	State, support
			LFC	Present progressive text, adverbs, adjectives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	State the reasons the author gives to support his point of view in L1 and/or use Pictures and selected single words that represent key ideas.	State the reasons the author gives to support his point of view using L1 and/or using selected vocabulary in formulaic phrase patterns.	State the reasons the author gives to support his point of view by using key vocabulary in a series of simple, related sentences.	State the reasons the author gives to support his point of view producing key vocabulary in expanded and some complex sentences.	State the reasons the author gives to support his point of view using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 text and/or support Partner work Visuals Graphic Organizers	L1 text and/or support Partner work Visuals Graphic Organizers	Small group/ triads Visuals Graphic Organizers		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RI.K.9 WIDA ELDS: 2-5 Reading Speaking Listening	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Orally compare and contrast illustrations and photos in a text using foldables.	VU	**Illustration, photograph**
			LFC	**Declarative sentences,** comparatives
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally compare and contrast illustrations and photos in L1 and/or in a leveled text using high-frequency single words in key phrases.	Orally compare and contrast illustrations and photos in L1 and/or in a leveled text using selected vocabulary in key phrases and short sentences.	Orally compare and contrast illustrations and photos in a leveled text using key vocabulary in a series of simple, related sentences and.	Orally compare and contrast illustrations and photos in a leveled text using key vocabulary in simple, related sentences.	Orally compare and contrast illustrations and photos in a grade level text using precise vocabulary in multiple, complex sentences.
Learning Supports	L1 support Partner work Word/Picture Wall Cloze sentences	L1 support Partner work work Word/Picture Wall Sentence Frame	Partner work Word Wall	Partner work Word Wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.1.d WIDA ELDS: 1,2 Listening Reading Speaking	Recognize and name all the upper and lowercase letters of the alphabet.		Identify and name all the upper and lowercase letters of the alphabet using letter cards.		VU	Letters, uppercase, lowercase
					LFC	**Commands**
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Name and identify all upper and lowercase letters of the alphabet in L1 and/or after listening to single word oral directions.	Name and identify all upper and lowercase letters of the alphabet in L1and/or after listening to short phrase oral directions.	Name and identify all upper and lowercase letters of the alphabet after listening to oral directions.	Name and identify all upper and lowercase letters of the alphabet after listening to oral directions with expanded and some complex directions.	Identify and name all upper and lowercase letters of the alphabet after listening to oral directions with multiple, complex sentences.
Learning Supports	L1 support Letter cards	L1 support Letter cards	Letter cards	Letter cards	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.K.2.d WIDA ELDS: 1,2 Listening Reading Speaking	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (e.g., bat, can).	Orally segment and produce phonemes in a three –phoneme word (e.g., bat: /b/-/a/-/t/), using Pictures and a sound-symbol chart.	VU	Syllable, vowel
			LFC	Commands, simple present tense
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Orally segment sounds in L1 and/or in a single syllable, high-frequency word with a picture.	Orally segment sounds in L1 and/or a single syllable, familiar word.	Orally produce sounds in a single syllable content-based familiar words.	Orally produce sounds in single syllable content-based familiar words and some nonsense words.	Orally produce sounds in single syllable nonsense words and unfamiliar content-based words.
Learning Supports		Picture/word cards Sound-symbol chart Letter Tiles Teacher Modeling L1 support	Picture/word cards Sound-symbol chart Letter Tiles L1 support	Picture/word cards Sound-symbol chart Letter Tiles	Picture/word cards Sound-symbol chart Letter Tiles	Letter Tiles

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.K.2.e WIDA ELDS: 1,2 Listening Reading Speaking	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., fat, cat).	Understand oral directions to add or substitute individual phonemes in a single-syllable word to make new words using Pictures and a word family Graphic Organizers.	VU	Add, substitute, word family
			LFC	Nouns, simple present tense
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally add or substitute sounds in L1 and/or understand modeling and single step directions to add a sound to single-syllable familiar word to make new words.	Orally add or substitute sounds in L1 and/or understand one-step directions to add or substitute sounds in a single-syllable, familiar word to make new words.	Understand two-step directions to orally add or substitute sounds in a single-syllable, content-based familiar word to make new words.	Understand multi-step directions to orally add or substitute sounds in single-syllable, content-based, familiar words and some nonsense words to make new words.	Understand multi-step directions to orally add or substitute sounds in single-syllable nonsense words and unfamiliar content-based words to make new words.
Learning Supports	Picture/word cards Letter Tiles Teacher Modeling Graphic Organizers L1 support	Picture/word cards Letter Tiles L1 support Graphic Organizers	Picture/word cards Letter Tiles Graphic Organizers	Letter Tiles Graphic Organizers	Letter Tiles

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.3.a WIDA ELDS: 1,2 Reading Speaking Listening	Produce the primary or most frequent sound for each consonant.		Produce the primary or most frequent sound for each consonant using picture/Letter Tiles.		VU	Letters, sound, initial, final
					LFC	**Commands**
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce primary sound for consonants in L1 and/or demonstrate understanding of modeling and simple oral directions to produce primary sound of each consonant.	Produce primary sound for consonants in L1 and/or demonstrate understanding of simple oral directions to produce primary sound of each consonant.	Demonstrate understanding of two-step oral directions by producing primary sound for each consonant.	Demonstrate understanding of multi-step oral directions by producing primary sound for each consonant.	Demonstrate understanding of multi-step oral directions by producing primary sound for each consonant.
Learning Supports	L1 Support Letter Tiles Picture cards	L1 Support Letter Tiles Picture cards	Picture cards Letter Tiles	Letter Tiles	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.3.b WIDA ELDS: 1,2 Reading Speaking Listening	With prompting and support connect the long and short sounds with common spellings (graphemes) for the five major vowels.		Identify and pronounce the long vowel and short vowel sound with common spellings using gestures, Letter Tiles, and following a Teacher Modeling.		VU	Consonant, long/short vowel
					LFC	**Commands**
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and pronounce the long vowel and short vowel sounds of single-syllable, high-frequency, familiar words.	Identify and pronounce the long vowel and short vowel sounds of selected single-syllable words.	Identify and pronounce the long vowel and short vowel sounds of key, known, single-syllable words.	Identify and pronounce the long vowel and short vowel sounds of grade-level, single-syllable words.	Identify and pronounce the long vowel and short vowel sounds of single-syllable, nonsense and content-based, grade-level words.
Learning Supports	Consonant and vowel Charts Gestures Letter Tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel Charts Gestures Letter Tiles Pictures and Photographs L1 support Teacher Modeling	Consonant and vowel Charts Pictures and Photographs Gestures Letter Tiles	Consonant and vowel Charts Gestures Word Wall	Consonant and vowel Charts Gestures

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.K.3.c WIDA ELDS: 1,2 Reading Listening	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Read and identify grade-level high-frequency words in and out of context using a Word Wall.	VU	**Sight words**
			LFC	Subject-verb agreement
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and repeat high frequency words by highlighting them in selected text.	Identify and orally read aloud high frequency words by searching in leveled text.	Identify and orally read aloud high frequency words in leveled text.	Identify and orally read aloud high frequency words in and out of context by reading them in leveled text.	Identify and read high-frequency words in and out of context by identifying and reading them in grade level text.
Learning Supports	Word Wall Highlight Pictures/Photographs L1 support Leveled text	Word Wall Pictures/Photographs L1 support Leveled text	Word Wall Pictures/Photographs Leveled text	Word Wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
RF.K.3.d WIDA ELDS: 1,2 Listening Reading Speaking	Identify the letter sounds that differ in similarly spelled words (e.g., let-get).		Understand oral directions to identify the letter sounds of the differing consonants in rhyming words using picture/letter cards.		VU	Letters, sounds, different
					LFC	**Commands**
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Identify the letter sounds of the differing consonants in L1 and/or understand single-step oral directions to Identify the letter sounds of consonants in rhyming words.	Identify the letter sounds of the differing consonants in L1 and/or understand single-step oral directions to Identify the letter sounds of differing consonants in rhyming words.	Understand two-step oral directions to identify the letter sounds of differing consonants in rhyming words.	Understand multi-step oral directions to identify the letter sounds of differing consonants in rhyming words.	Understand multi-step oral directions to Identify the letter sounds of differing consonants in rhyming words.
Learning Supports		L1 support Letter cards Picture cards	L1 support Letter cards Picture cards	Picture cards Letter cards	Letter cards	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
RF.K.4 WIDA ELDS: 1,2 Reading Speaking	Read emergent-reader texts with purpose and understanding.	Read with purpose and demonstrate comprehension of text by using Graphic Organizers.	VU	**Purpose, understanding**
			LFC	Simple and compound sentences
			LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Read with purpose and demonstrate comprehension in L1 and/or read an emergent reader and state or repeat the purpose using single words.	Read with purpose and demonstrate comprehension in L1 and/or read an emergent reader and comprehension using Pictures and selected vocabulary in key phrases.	Read with purpose and demonstrate comprehension of an emergent reader using key vocabulary in a series of simple, related sentences.	Read with purpose and demonstrate comprehension of an emergent reader using key vocabulary in expanded and some complex sentences.	Read with purpose and demonstrate comprehension of an emergent reader using precise vocabulary in multiple, complex sentences.
Learning Supports		Illustrated texts L1 text and/or support Choice questions Graphic Organizers Word/Picture Wall	Illustrated texts L1 text and/or support Sentence Frame Graphic Organizers Word/Picture Wall	Sentence Frame Graphic Organizers Word Wall	Graphic Organizers	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.K.1 WIDA ELDS: 1,2 Speaking Writing	Draw and write an opinion piece (self-selected or teacher directed), stating the topic or the name of the book they are writing about, and an opinion on the topic or book.		Draw and write/dictate an opinion piece including the topic name by using developmental spelling, Word Walls, classroom labels, and Teacher Support.		VU	Opinion, topic, write, illustrate
					LFC	**Nouns, adjectives, articles**
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or use selected single words in phrases or memorized patterns.	Draw a picture and write/dictate an opinion about a chosen topic in L1 and/or use selected vocabulary in key phrases and short sentences.	Draw a picture and write/dictate an opinion about a chosen topic using key vocabulary in simple sentences.	Draw a picture and write/dictate an opinion about a chosen topic using key vocabulary in expanded and some complex sentences.	Draw a picture and write/dictate an opinion about a chosen topic using precise vocabulary in multiple sentences.
Learning Supports		Props Pictures/Photographs Sentence Frame Word/Picture Wall Native language texts L1 Support	Props Pictures/Photographs Sentence Frame Word/Picture Wall Native language texts L1 Support	Pictures/Photographs Sentence Frame Word/Picture Wall	Sentence Frame	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
W.K.3; L.K.2.d WIDA ELDS: 1,2 Reading Writing	Draw and write the beginning, middle, and end of an event or several loosely linked events, including a reaction to what happened and spelling words phonetically.		Draw and write a story including a beginning, middle, end, and reaction by using a Graphic Organizers.		VU	Illustrate, write, beginning, middle, end, reaction
					LFC	**Nouns, verbs, pronouns**
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Draw and write the beginning, middle, and end of an event and a reaction in L1 and/or using Pictures and selected single words.	Draw and write the beginning, middle, and end of an event and a reaction in L1 and/or use selected vocabulary in phrases and short sentences.	Draw and write the beginning, middle, and end of an event and a reaction in using key vocabulary in a series of simple sentences.	Draw and write the beginning, middle, and event of an event and a reaction using key vocabulary in expanded and some complex sentences.	Draw and write the beginning, middle, and end of an event and a reaction using precise vocabulary in multiple, complex sentences.
Learning Supports		Sound/letter chart Word/Picture Wall L1 support Graphic Organizers	Sound/letter chart Word/Picture Wall L1 support Graphic Organizers	Sound/letter chart Word Wall Graphic Organizers	Graphic Organizers	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.K.5 WIDA ELDS: 1,2 Writing Speaking Listening	With guidance and support, strengthen writing as needed by responding to questions and suggestions from peers and adding details (e.g., labeling Pictures, naming characters).	Revise writing by exchanging ideas about a topic adding details by using Visuals, Teacher Modeling, Graphic Organizers and suggestions from peers.	VU	**Share, detail, edit, revise**
			LFC	Simple present tense, past tense, adjectives, adverbs, punctuation marks.
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Revise writing by exchanging ideas about a topic by responding in L1 and/or to wh – questions in English and add one-word or picture details to writing.	Revise writing by exchanging ideas about a topic by responding in L1 and/or in short phrases to add one or two word details to writing.	Revised writing by exchanging ideas by speaking in simple sentences in order to add details about a topic.	Revised writing by exchanging ideas by speaking in complete sentences in order to add details about a topic.	Revise writing by exchanging ideas by speaking in complex sentences in order to add details about a topic.
Learning Supports	Word/Picture Wall Teacher Support L1 support Visuals Graphic Organizers	Word/Picture Wall Teacher Support L1 support Visuals Graphic Organizers	Word Wall Peer support Graphic Organizers	Word Wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.K.6 WIDA ELDS: 1,2 Writing	With guidance and support, produce and publish a piece using digital tools with peers.	Compose and publish a narrative writing by using Visuals, Technology and Technological Resources, and Teacher Modeling.	VU	**Publish, narrative**
			LFC	Simple present, adjectives, nouns
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose and publish a narrative writing task in L1 and/or in English using Pictures, selected single words in phrases or memorized patterns.	Compose and publish a narrative writing task in L1 and/or in English using Pictures, phrases and selected vocabulary in formulaic patterns.	Compose and publish a narrative writing task using key vocabulary in simple, related sentences.	Compose and publish an organized narrative writing task using key vocabulary in expanded sentences.	Compose and publish a clear and coherent narrative writing task using precise vocabulary in multiple sentences.
Learning Supports	Teacher Modeling Visuals Word/Picture Wall L1 support Small group Technology and Technological Resources	Teacher Modeling Visuals Word/picture wall L1 support Small group Technology and Technological Resources Sentence Frame	Teacher Modeling Visuals Word Wall Small group Technology and Technological Resources	Teacher Modeling Small group Technology and Technological Resources	Technology and Technological Resources

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
W.K.7; W.K.8 WIDA ELDS: 1,2 Writing Speaking Listening	With guidance and support, gather information from provided sources (e.g., library books) to answer a question in group writing and shared research activities (e.g., compare and contrast two mammals and state an opinion on them).	Recall information from experience to answer questions using a model/source and a Graphic Organizers.	VU	**Recall, experience, source**
			LFC	Conjunctions, transitions, past tense
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recall an event to answer questions in L1 and/or answer yes/no questions by using illustrations or single words.	Recall an event and answer questions in L1 and/or use illustrations and phrases to complete Sentence Frame.	Recall an event and answer questions using key vocabulary in a series of simple sentences.	Recall a well-elaborated event and answer questions using key vocabulary in expanded sentences.	Recall a well-elaborated event and answer questions using precise vocabulary in multiple, complex sentences.
Learning Supports	Graphic Organizers Word Wall L1 support Visuals	Graphic Organizers Word Wall L1 support Visuals	Graphic Organizers Word Wall Visuals	Graphic Organizers Word Wall	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.K.3 WIDA ELDS: 1,2 Speaking Listening	Ask and answer questions in order to seek help or clarify concepts.		Ask and answer questions for clarification by using who, what, where, and when.		VU	Ask, answer, clarify
					LFC	Interrogatives, nouns, verbs
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions in L1 and/or using gestures, Pictures and selected single words.	Ask and answer questions in L1 and/or use selected vocabulary in key phrases and short sentences.	Ask and answer WH-questions using key vocabulary in simple sentences.	Ask and answer questions using key vocabulary in expanded and some complex sentences.	Ask and answer questions using precise vocabulary in multiple, complex sentences.
Learning Supports	Pictures Graphic Organizers Sentence Frame Word/Picture Wall L1 support Wh- questions	Pictures Graphic Organizers Sentence Frame Word/Picture Wall L1 support Wh- questions	Pictures Graphic Organizers Sentence Frame Word/Picture Wall Wh- questions	Graphic Organizers Wh- questions	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
SL.K.6 WIDA ELDS: 1,2 Speaking Listening	Express thoughts, feelings and ideas to others clearly.		Express thoughts, feelings, and ideas to others using a Graphic Organizers.		VU	Thoughts, feelings
					LFC	Adjectives, nouns, interrogatives
					LC	Varies by level

		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives		Express thoughts, feelings and ideas in L1 and/or use Pictures, gestures and selected single words in key phrase patterns.	Express thoughts, feelings and ideas in L1 and/or using selected vocabulary in key phrases and short sentences.	Express thoughts, feelings and ideas using key vocabulary in simple sentences.	Express thoughts, feelings and ideas using key vocabulary in expanded and some complex sentences.	Express thoughts, feelings and ideas using precise, vocabulary in multiple, complex sentences.
Learning Supports		Graphic Organizers Props Gestures Pictures Word/Picture Wall Sentence Frame L1 support	Graphic Organizers Props Gestures Pictures Word/Picture Wall Sentence Frame L1 support	Graphic Organizers Pictures Word/Picture Wall Sentence Frame	Sentence Frame	

Standard	Student Learning Objective (SLO)		Language Objective		Academic Language	
L.K.2.a WIDA ELDS: 1,2 Writing	Capitalize the first word in a sentence and pronoun I.		Apply correct usage capitalization for the pronoun I, dates, names and beginning of sentences using an Anchor chart of punctuation.		VU	Capitalization, pronoun, beginning
					LFC	Correct punctuation and mechanics
					LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply the correct punctuation for the pronoun I, dates, names and beginning of sentences when forming single words.	Apply correct usage of punctuation for the pronoun I, dates, names and beginning of sentences from lists of words/phrases.	Apply correct usage of punctuation for the pronoun I, dates, names and beginning of sentences when forming simple sentences.	Apply correct usage punctuation pronoun I, dates, names and beginning of sentences when forming complete sentences in most writing.	Apply correct usage of punctuation pronoun I, dates, names and beginning of sentences when forming complex detailed sentences in all writing.
Learning Supports	Punctuation and capitalization chart Word Wall L1 support	Punctuation and capitalization chart Word Wall L1 support	Punctuation and capitalization chart Word Wall		

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.K.2.b WIDA ELDS: 1,2 Writing Speaking Reading	Recognize and name end punctuation (e.g., period, question mark).	Identify and name end punctuation and capitalization using an Anchor Charts of punctuation.	VU	Punctuation, period, question mark, exclamation
			LFC	Correct punctuation and mechanics
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Sort punctuation marks into different categories using an Anchor Charts, Partner work, and/or in L1.	Sort punctuation marks into different categories using an Anchor Charts, Partner work, and/or in L1.	Sort punctuation marks into different categories using an Anchor Charts and a Partner work.	Sort punctuation marks into different categories using an Anchor Charts.	Follow multiple, complex, oral directions, which have a variety of grammatical structures, to classify words into categories.
Learning Supports	Anchor Charts Word Wall Partner work L1 support	Anchor Charts Word Wall Partner work L1 support	Anchor Charts Word Wall Partner work	Anchor Charts Word Wall	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.K.2.c WIDA ELDS: 1,2 Writing Listening Reading	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Demonstrate understanding of oral directions by printing letter(s) for most consonant and short vowel sounds using Letter Tiles and Teacher Modeling.	VU	Print, upper/lower case, letters
			LFC	**Commands**
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate understanding of oral directions by printing letters in L1 and/or understand simple directions with key, high-frequency words.	Demonstrate understanding of complex, oral directions by printing letters in L1 and/or understand simple directions by printing specific upper and lower case letters in English.	Demonstrate understanding of simple, oral directions with key vocabulary words by printing letters.	Demonstrate understanding of multiple, oral directions with key vocabulary words by printing letters.	Demonstrate understanding of multiple, complex oral directions with precise, vocabulary words by printing letters.
Learning Supports	L1 Support Letter Tiles Charts/Posters Teacher Modeling	L1 Support Letter Tiles Charts/Posters Teacher Modeling	Charts/Posters Letter Tiles	Letter Tiles	

Standard	Student Learning Objective (SLO)	Language Objective	Academic Language	
L.K.4.b WIDA ELDS: 1,2 Speaking Reading Listening	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Decode words with prefixes and suffixes to determine the meaning of an unknown word using Word Walls and Charts.	VU	**Prefixes, suffixes**
			LFC	Sentences with words with affixes
			LC	Varies by level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode high-frequency words with common prefixes and suffixes.	Decode known words with common prefixes and suffixes used in phrases.	Decode familiar, content-based words with common prefixes and suffixes from leveled texts.	Decode key, content-based words with common prefixes and suffixes from texts within leveled text.	Decode content-based words with common prefixes and suffixes in grade-level texts.
Learning Supports	Partner work work Word/Picture Wall Visuals L1 support Gestures Prefix chart Suffix chart	Partner work work Word/Picture Wall Visuals L1 support Prefix chart Suffix chart	Partner work work Word Wall Prefix chart Suffix chart	Partner work work	

Essential Questions
- What do students need to know to communicate in school?   - How do students develop language in a meaningful way?   - What do students expect to learn in the coming year?   - What are some different ways that people can be successful?   - What tools help me learn?   - How does a student face challenges?   - What people and palces are there to visit in my community?

Enduring Understandings
- Students will learn basic vocabulary to get started in school.   - People achieve success in different ways.   - Although I am the same as my classmates in some ways, I am also unique and have special talents and experiences.   - Working together in different ways to accomplish goals can be helpful and fun.   - I am an important part of my community.

Learning Assessments
- Teacher Observations   - Checklists   - Projects   - Performance Assessments   - State Assessments