

**GRADE: \_K\_\_\_\_**

**ELD STANDARD: LANGUAGE OF MATHEMATICS**

**EXAMPLE TOPIC: COMPARING**

**CONNECTION:CCSS.Math.Content.K.CC.C.6**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Small Group—Grab and Count Compare

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| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION: Analyze different quantities as more or less, using counting and matching, with sensory/graphic supports.** | | | | | | |
| **DOMAIN: LISTENING** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Given a one-step direction, with picture supports, distinguish between more and less quantities, using graphic organizer | Given two-step directions, given one at a time, with picture supports, distinguish between more and less quantities, using graphic organizer. | Given two-step directions with picture supports, distinguish between more and less quantities, using graphic organizer. | Given multi-step oral directions with picture supports, distinguish between more and less quantities, using graphic organizer . | Given multi-step oral directions, distinguish between more and less quantities, using graphic organizer. |
| **TOPIC-RELATED LANGUAGE: more, less, fewer, compare, bigger, smaller** | | | | | | |



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**EXAMPLE TOPIC: COMPARING**

**CONNECTION: CCSS.Math.Content.K.CC.C.6**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Small Group—Grab and Count Compare

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION: Analyze different quantities as more or less, using counting and matching, with sensory/graphic supports.** | | | | | | |
| **DOMAIN: SPEAKING** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Compare two quantities orally or by pointing, given a choice of vocab words to use and picture supports  (Points, “Here,” “This,” or somehow orally distinguishes) | Compare two quantities orally with single words, given a choice of vocab words to use and picture supports  (“More”) | Compare two quantities orally, with some detail, using a sentence frame (This is \_\_\_)  (“This is more.”) | Compare two quantities orally, with some detail  (“Six is more.”) | Compare two quantities orally.  (“Six is bigger because it comes after four when you count.” |
| **TOPIC-RELATED LANGUAGE: more, less, fewer, compare, bigger, smaller** | | | | | | |



**GRADE: K**

**ELD STANDARD: LANGUAGE OF MATHEMATICS EXAMPLE TOPIC: COMPARING**

**CONNECTION: CCSS.Math.Content.K.CC.C.6**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Small Group—Grab and Count Compare

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION: Analyze different quantities as more or less, using counting and matching, with sensory/graphic supports.** | | | | | | |
| **DOMAIN: WRITING** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Make a mark (circle, color in) to show which quantity is more. | Trace number to show which quantity is more. | Copy number to show which quantity is more.  . | Write number to show which quantity is more. | Write number and number word to show which quantity is more. |
| **TOPIC-RELATED LANGUAGE: more, less, fewer, compare, bigger, smaller** | | | | | | |



**GRADE: \_K**

**ELD STANDARD: LANGUAGE OF MATHEMATIC EXAMPLE TOPIC: COMPARING**

**CONNECTION: CCSS.Math.Content.K.CC.C.7 (Compare two written numerals, 1-10)**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Game of Compare

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION: Analyze mathematical representations (numerals, words, pictures) as more or less, with sensory/graphic supports.** | | | | | | |
| **DOMAIN: READING** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Select which card is more by counting (using manipulatives or pictures on card) and with modeling, then place cards under appropriate pictures. In small group. | Select which card is more by reading the numerals or counting (using manipulatives or pictures on card), then place cards under “more”/”less” pictures. In small group. | Select which card is more by recognizing and reading the numerals, then place cards under appropriate pictures of “more”/”less”. | Select which card is more by recognizing and reading the numerals, then place cards under appropriate “more”/”less” pictures. | Select which card is more by recognizing and reading the numerals, then place cards under “more”/”less” label. |
| **TOPIC-RELATED LANGUAGE: more, less, fewer, compare, bigger, smaller** | | | | | | |