

**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** |



**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: 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

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| **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

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| **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** |