

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

**ELD STANDARD: LANGUAGE OF MATH**

**EXAMPLE TOPIC: COUNTING**

**CONNECTION: One-to-one correspondence (CCSS.Math.Content.K.CC.B.4a)**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Whole-group counting

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| **COGNITIVE FUNCTION: Remember that each object counted corresponds with one and only one number.**  |
| **DOMAIN: LISTENING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Complete a number sequence given orally, using chants, with visual support, in a small group, in L1. | Complete a number sequence given orally, using chants, with visual support, in a small group. | Complete a number sequence given orally, with visual support and a partner.  | Complete a number sequence given orally, with visual support.  | Complete a number sequence given orally.  |
| **TOPIC-RELATED LANGUAGE: number words (0-20), count, size, represent, point, circle, draw, same, different** |



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

**ELD STANDARD: LANGUAGE OF MATHEMATICS**

**EXAMPLE TOPIC: COUNTING**

**CONNECTION: One-to-one correspondence (CCSS.Math.Content.K.CC.B.4a)**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Counting Jar

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| **COGNITIVE FUNCTION: Remember that each object counted corresponds with one and only one number.** |
| **DOMAIN: SPEAKING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Point to each object individually, with graphic organizer. Repeat number sequence in L1 or L2. | Point to each object individually, with graphic organizer. Name the count of objects, with initial prompting, in L1 or L2.  | Name the count of objects using a graphic organizer to aid with one-to-one correspondence (e.g. ten frame), with initial prompting in L1 or L2. | Name the count of objects using a graphic organizer to aid with one-to-one correspondence (e.g. ten frame). | Name the count of objects. (Child counts manipulatives in counting jar with one-to-one correspondence.)  |
| **TOPIC-RELATED LANGUAGE: number words (0-20), count, size, represent, point, circle, draw, same, different** |



**GRADE: K**

**ELD STANDARD: LANGUAGE OF MATHEMATICS EXAMPLE TOPIC: COUNTING \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONNECTION: One-to-one correspondence (CCSS.Math.Content.K.CC.B.4a)**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Counting Jar

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| **COGNITIVE FUNCTION: Remember that each object counted corresponds with one and only one number.** |
| **DOMAIN: WRITING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Place counters onto graphic organizer and circle the objects counted.  | Draw pictures and trace a numeral to correspond with each picture to show objects counted (Ex: draw 5 circles and copy the numbers 1-5 above the circles), with a partner. | Draw pictures and copy a numeral to correspond with each picture to show objects counted (Ex: draw 5 circles and copy the numbers 1-5 above the circles). | Draw pictures and write a numeral to correspond with each picture to show objects counted (Ex: draw 5 circles and write the numbers 1-5 above the circles). | Draw objects and write the numeral to correspond with objects counted.  |
| **TOPIC-RELATED LANGUAGE: number words (0-20), count, size, represent, point, circle, draw, same, different** |



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

**ELD STANDARD: LANGUAGE OF MATHEMATICS EXAMPLE TOPIC: COUNTING \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONNECTION: One-to-one correspondence (CCSS.Math.Content.K.CC.B.4a)**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Counting Jar

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| **COGNITIVE FUNCTION: Remember that each object counted corresponds with one and only one number.** |
| **DOMAIN: READING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Count a set of objects and then point to the numeral that matches from a number line (1-5), with a partner. | Count a set of objects and then point to the numeral that matches from a number line (1-10), with a partner.-- | Count a set of objects and then point to and name the numeral that matches from a number line (1-10), with a partner.--graphic organizer and partner | Count a set of objects and then point to and name the numeral that matches from a number line (1-20).--graphic organizer | Count a set of objects and then point to and name the numeral that matches from a number line (1-20).  |
| **TOPIC-RELATED LANGUAGE: number words (0-20), count, size, represent, point, circle, draw, same, different** |