

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

**ELD STANDARD: LANGUAGE OF SCIENCE EXAMPLE TOPIC: SEASONS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONNECTION: Periodic Phenomena 5: Identify some events around us that have repeating patterns, including the seasons of the year, day and night; Weather 3: Describe the weather changes from day to day and over the seasons.**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** centers/writing

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| **COGNITIVE FUNCTION: Apply understanding of seasons to produce drawing and writing.**  |
| **DOMAIN: WRITING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Draw a picture and copy or trace words to describe each season, with pictures and words to copy. (Ex. A page about clothing worn during each season) | Draw a picture and copy words, and dictate a sentence, to describe each season, with pictures and words to copy. (Ex. A page about clothing worn during each season) | Draw a picture and write initial sounds/copied words for each season, with pictures and words to copy. (Ex. A page about clothing worn during each season) | Draw a picture and write words with 2+ sounds for each season (Ex. A page about clothing worn during each season) | Draw a picture and write a sentence about each season (Ex. A page about clothing worn during each season) |
| **TOPIC-RELATED LANGUAGE: winter, spring, summer, fall, boots, jacket, mittens, pants, raincoat, sandals, sundress, sweater, rainy, snowy, sunny, windy** |



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**CONNECTION: Periodic Phenomena 5: Identify some events around us that have repeating patterns, including the seasons of the year, day and night; Weather 3: Describe the weather changes from day to day and over the seasons.**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** centers/writing

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| **COGNITIVE FUNCTION: Remember the seasons and how they change over the year.**  |
| **DOMAIN: READING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Match pictures of seasons. (Ex: Match picture to picture) | Find seasons words in simple chants and poems by using a picture and word clue card, with partners.(Ex: Given a picture and word, circle the word in the poem) | Use picture and initial letter clues to find seasons words in simple chants and poems, with partners. (Same as Level 4, but with partner) | Use picture and initial letter clues to find seasons words in simple chants and poems.(Ex: Given a picture and initial letter, circle the word in the poem) | Find seasons words in a familiar chant (Ex. (Ex: Circle “fall,” “spring,” etc. in poem in poetry journal, when given the word orally or a picture) |
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**EXAMPLE CONTEXT FOR LANGUAGE USE:** centers/writing

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| **COGNITIVE FUNCTION: Remember the seasons and how they change over the year.** |
| **DOMAIN: LISTENING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Given one word and a picture about a seaon with pictures and native language support, draw a picture. (Ex: Picture shows winter scene based on one word given orally with pictures.) | Given one descriptor about a season with pictures and native language support, draw a picture.(Ex: Picture shows winter scene based on simple descriptors given orally with pictures.) | Given information about a season with pictures, draw a picture.(Ex: Picture shows winter scene based on information given orally with pictures.) | Given information about a season, draw a picture.(Ex: Picture shows winter scene based on information given orally.) | Given detailed information about a season, draw a picture.(Ex: Picture shows winter scene based on detailed information given orally.) |
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**CONNECTION: Periodic Phenomena 5: Identify some events around us that have repeating patterns, including the seasons of the year, day and night; Weather 3: Describe the weather changes from day to day and over the seasons.**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** centers/writing

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| **COGNITIVE FUNCTION: Understand how seasons change over the year.**  |
| **DOMAIN: SPEAKING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Name season vocab in picture and answer WH questions, given picture clues and native language support. | Explain picture about seasons, given sentence frames and pictures (see “Listening” for prompt ideas). | Explain picture about seasons, given sentence frames (see “Listening” for prompt ideas). | Explain picture about seasons (see “Listening” for prompt ideas). | Explain picture about seasons with details (see “Listening” for prompt ideas). |
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