**ELD STANDARD: LANGUAGE OF SOCIAL STUDIES**

**EXAMPLE TOPIC: SCHOOL UNIT**

**CONNECTION: PK.CS.2: Use correctly words related to chronology and time (morning, afternoon, night, today, tomorrow, yesterday, etc.)**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Morning meeting (review of daily schedule), or small group support

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| **COGNITIVE FUNCTION: Understand the sequence and structure of the school day (i.e. what we do in school).** |
| **DOMAIN: LISTENING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Match activity named orally (one-word) to the daily schedule (pointing), with pictures and native language supports given. | Match oral descriptions to the appropriate activity on the schedule, with pictures and native language supports. | Sequence pictures for daily schedule with oral prompting and picture schedule cards.  | Analyze and compare how a given day will be different based on oral information (e.g. early release day, other changes to schedule). |  |
| **TOPIC-RELATED LANGUAGE: snack, recess, specialist, centers, math, lunch, reading, writing, morning, afternoon, today, tomorrow, yesterday, schedule** |

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| **COGNITIVE FUNCTION: Remember the sequence and structure of the school day (i.e. what we do in school).** |
| **DOMAIN: SPEAKING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Repeat names of daily activities (with pictures and native language supports given). | Name daily activities (with pictures and cues in native language or English). | Describe daily activities in phrases or short sentences, using words to tell time (today, morning, afternoon). | Offer creative solutions for days with different/unusual schedules. |  |
| **TOPIC-RELATED LANGUAGE: snack, recess, specialist, centers, math, lunch, reading, writing, morning, afternoon, today, tomorrow, yesterday, schedule** |

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| **COGNITIVE FUNCTION: Analyze the sequence and structure of the school day (i.e. what we do in school).** |
| **DOMAIN: READING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Match pictures for the schedule to the schedule itself, with partner support.  | Classify pictures of classroom materials according to daily schedule, with partner support.  | Sequence pictures for daily schedule with oral prompting and picture schedule cards, with partner support.  |  |  |
| **TOPIC-RELATED LANGUAGE: snack, recess, specialist, centers, math, lunch, reading, writing, morning, afternoon, today, tomorrow, yesterday, schedule** |

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| **COGNITIVE FUNCTION: Apply the sequence and structure of the school day (i.e. what we do in school) to draw and write.** |
| **DOMAIN: WRITING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Draw in response to a prompt (in English or native language), about a given school activity, with picture supports.  | Draw in response to a prompt about a given school activity and dictate a sentence that corresponds to it, with pictures supports.  | Draw in response to a prompt about a given school activity and write initial sounds, with pictures supports. | Draw and write in response to a prompt about a given school activity, using 2+ sounds/word and some writing conventions (spacing, etc.). |  |
| **TOPIC-RELATED LANGUAGE: snack, recess, specialist, centers, math, lunch, reading, writing, morning, afternoon, today, tomorrow, yesterday, schedule** |