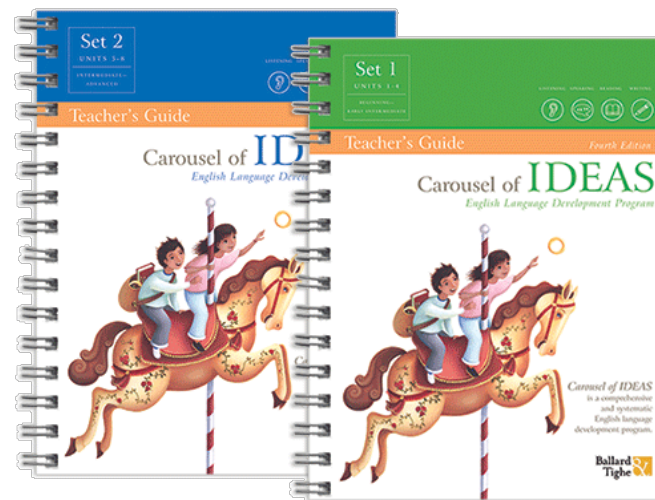




Carousel of IDEAS
correlated to
WIDA ELD Standards Framework, 2020 Edition
Citation-Based
Grade K



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Standard	Key Language Use	Interpretive or Expressive	Kindergarten Notation	Kindergarten	Kindergarten Language Features	CITATIONS
1	Narrate	na	ELD-SI.K-3.Narrate	<ul style="list-style-type: none"> • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps 	na	Teacher's Guide Set 1: U1: 51, 68, 109, 136; U3: 368, 466; U4: 630 Teacher's Guide Set 2: U5: 102, 116-117, 136, 168, 181, 213; U7: 538 Theme Pictures Set 1: 1, 2, 5, 6, 7, 14, 15, 16 Theme Pictures Set 2: 19, 21, 23, 25, 26, 29, 30
1	Inform	na	ELD-SI.K-3.Inform	<ul style="list-style-type: none"> • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences 	na	Teacher's Guide Set 1: U2: 150, 266, 294, 298; U3: 413, 437; U4: 521, 522 Teacher's Guide Set 2: U5: 52, 82, 91, 108, 226; U6: 306; U7: 495, 515 Theme Pictures Set 1: 1, 3, 4, 8, 12, 13, 14 Theme Pictures Set 2: 19, 20, 22, 24, 25, 28, 31 Activity Sheet Set 1: 5, 53, 56 Activity Sheet Set 2: 35E, 138
1	Explain	na	ELD-SI.K-3.Explain	<ul style="list-style-type: none"> • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works 	na	Teacher's Guide Set 1: U2: 142, 237, 247, 269; U3: 473; U4: 533, 596 Teacher's Guide Set 2: U5: 45, 68, 83, 226; U7: 499, 502, 524 Theme Pictures Set 1: 1, 8, 14, 15 Theme Pictures Set 2: 22, 26, 28, 29, 30, 31 Activity Sheet Set 1: 3 Activity Sheet Set 2: 31

1	Argue	na	ELD-SI.K.3.Argue	<ul style="list-style-type: none"> • Ask questions about others' opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one's own thinking • Revise one's own opinions based on new information 	na	<p>Teacher's Guide Set 1: U2: 173; U3: 385</p> <p>Teacher's Guide Set 2: U3: 104; U6: 271</p> <p>Theme Pictures Set 1: 1</p> <p>Theme Pictures Set 2: 21, 28, 29, 30, 32, 34, 35</p>
2	Narrate	Interpretive	ELD-LA.K.K.Narrate.Interpretive	<p>Interpret language arts narratives (with prompting and support) by</p> <ul style="list-style-type: none"> • Identifying key details • Identifying characters, settings, and major events • Asking and answering questions about unknown words in a text 	na	<p>Teacher's Guide Set 1: U2: 167, 175, 200, 225; U3: 340, 371; U4: 521, 543</p> <p>Teacher's Guide Set 2: U5: 39, 56, 116; 118; U6: 306, 338; U7: 505</p> <p>Activity Sheet Set 1: 57, 67</p> <p>Activity Sheet Set 2: 27</p>
2	Narrate	Expressive	ELD-LA.K.K.Narrate.Expressive	<p>Construct language arts narratives (with prompting and support) that</p> <ul style="list-style-type: none"> • Orient audience to story • Describe story events 	<ul style="list-style-type: none"> ■ Pictures, words, title, simple statements, or common story expressions to introduce context ■ Noun groups to state who or what the story is about (tall man, baby bear) ■ Prepositional phrases to specify location and time (at Grandma's house, by the river; in the winter, at night) ... ■ Verbs to describe character actions (jumped), feelings (was sad), behaviors (eating) ■ Connectors to establish sequence (then, after, and) ■ Pronouns and renaming to reference a character across the text (the girl=she=Nancy) 	<p>Teacher's Guide Set 1: U2: 176, 325; U3: 353, 454</p> <p>Teacher's Guide Set 2: U5: 70; U6: 259; U7: 460, 507</p> <p>Theme Pictures Set 1: 1, 5, 6, 18</p> <p>Theme Pictures Set 2: 21, 22, 26, 31</p> <p>Activity Sheet Set 1: 52, 61, 116, 117, 121, 155</p> <p>Activity Sheet Set 2: 5, 6, 9</p>
2	Inform	Interpretive	ELD-LA.K.K.Inform.Interpretive	<p>Interpret informational texts in language arts (with prompting and support) by</p> <ul style="list-style-type: none"> • Identifying main topic and key details • Asking and answering questions about descriptions of familiar attributes and characteristics • Identifying word choices in relation to topic or content area 	na	<p>Teacher's Guide Set 2: U5: 88; U6: 278</p> <p>Activity Sheet Set 1: 97A, 117, 140A, 184, 209, 213A, 213B</p> <p>Activity Sheet Set 2: 11, 127, 35B, 35D, 35E, 127, 143</p>

2	Inform	Expressive	ELD-LA.K.Inform.Expressive	Construct informational texts in language arts (with prompting and support) that <ul style="list-style-type: none"> ● Introduce topic for audience ● Describe details and facts 	<ul style="list-style-type: none"> ■ Pictures, words, title to identify topic ■ Pronouns to reference entity (farmers=they) ■ Oral recounting to share information (The farmers grow food.) ... ■ Nouns to label visuals (fruit, oranges) ■ Verbs to label actions (farming) ■ Prepositional phrases to tell about where (on the farm, in the trees) ■ Visuals (labeled drawings) to support information 	Teacher's Guide Set 1: U1: 82, 83, 150; U2: 179, 275, 282, 283; U3: 505 Teacher's Guide Set 2: U5: 160, 210; U6: 267, 283, 373 Theme Pictures Set 1: 1, 2, 3, 5, 6, 7 Theme Pictures Set 2: 19, 21, 22, 23, 26, 29, 36 Activity Sheet Set 1: 52, 63, 96, 101, 102, 178, 218 Activity Sheet Set 2: 3, 14, 21, 44, 51, 59, 75
2	Argue	Interpretive	na	na	na	na
2	Argue	Expressive	na	na	na	na
3	Inform	Interpretive	ELD-MA.K.Inform.Interpretive	Interpret mathematical informational texts (with prompting and support) by <ul style="list-style-type: none"> ● Identifying concept or object ● Describing quantities and attributes 	na	Teacher's Guide Set 1: U1: 98; U2: 227, 300; U3: 404; U4: 577 Teacher's Guide Set 2: U7: 424, 451; U8: 621 Activity Sheet Set 1: 78, 140A, 164
3	Inform	Expressive	ELD-MA.K.Inform.Expressive	Construct mathematical informational texts (with prompting and support) that <ul style="list-style-type: none"> ● Define or classify concept or entity ● Describe a concept or entity ● Compare/contrast concepts or entities 	<ul style="list-style-type: none"> ■ Single nouns to represent class of things (colors, shapes, patterns) ■ Relating verbs (be, have) to define, describe, or classify (The pattern is red, blue, red, blue.) ... ■ Expanded noun groups to add specificity (The red star has five points.) ■ Sequential signals (first, second, then, last) to describe patterns (First is a green bear, then two blue bears.) ■ Prepositional phrases (behind, on top of, under, next to, below, above) to specify location (The blue star is next to the green triangle.) ... ■ Comparison/contrast language (both, same, different) and pointing to differentiate between entities (This pattern is different than that one.) ■ Causal language (because, so) and demonstration to provide reasoning (I can make a triangle because I have three sticks.) 	Teacher's Guide Set 1: U2: 227 Activity Sheet Set 1: 78, 106, 207
3	Explain	Interpretive	na	na	na	na
3	Explain	Expressive	na	na	na	na

3	Argue	Interpretive	na	na	na	na
3	Argue	Expressive	na	na	na	na
4	Inform	Interpretive	ELD-SC.K.Inform.Interpretive	Interpret scientific informational texts by <ul style="list-style-type: none"> • Determining what text is about • Defining or classifying a concept or entity 	na	Teacher's Guide Set 1: U3: 407, 446, 473 Teacher's Guide Set 2: U5: 147; U8: 635 Activity Sheet Set 1: 97A, 117, 140A Activity Sheet Set 2: 35A, 35B, 35C, 35D, 35E, 35F, 143, 185A, 185B
4	Inform	Expressive	ELD-SC.K.Inform.Expressive	Construct scientific informational texts that <ul style="list-style-type: none"> • Introduce others to a topic or entity • Provide details about an entity 	<ul style="list-style-type: none"> ■ Pictures, words, drawings to introduce others to the topic ■ Generalized nouns to identify class of things (pollinators, insects) ■ Pronouns (it, they) to reference entity or idea (insects=they) (demonstratives identify that this is a plant) ■ Oral recounting to share information (The butterflies fly for a really long time.) ... ■ Prepositional phrases to tell about where (in the trees, on the flowers, next to, above, below) ■ Verbs to label actions (fly, grow, eat) ■ Relating verbs (be, have) to define entity (Butterflies are pollinators. Butterflies have antennae.) ■ Adjectives to add details (red and black wings) ■ Pictures, labeled drawings, words to categorize, compare, and contrast information (moths=night, butterflies=day) 	Teacher's Guide Set 1: U3: 408; U4: 558-559 Teacher's Guide Set 2: U7: 512 Theme Pictures Set 1: 6, 7, 14 Theme Pictures Set 2: 21, 29 Activity Sheet Set 1: 199 Activity Sheet Set 2: 44
4	Explain	Interpretive	ELD-SC.K.Explain.Interpretive	Interpret scientific explanations by <ul style="list-style-type: none"> • Defining investigable questions or simple design problems based on observations and data about a phenomenon • Using information from observations to find patterns and to explain how or why a phenomenon occurs 	na	Teacher's Guide Set 1: U3: 407 Activity Sheet Set 1: 97A, 117, 140A Activity Sheet Set 2: 35A, 35B, 35C, 35D, 35E, 35F, 143, 185A, 185B

4	Explain	Expressive	ELD-SC.K.Explain.Expressive	Construct scientific explanations that <ul style="list-style-type: none"> Describe information from observations about a phenomenon Relate how a series of events causes something to happen Compare multiple solutions to a problem 	<ul style="list-style-type: none"> Single words to identify context (floating, sinking) Relating verbs (have, be) to state relationships or attributes Pictures, diagrams, to add information or illustrate phenomenon ... Nouns to represent concepts (investigation) Simple sentences to describe the phenomenon (A feather floats.) Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives (it, a, the, this, that) Causal connectors to combine ideas into logical relationships (so, because, when/then) Connectors to link or compare observations (Paper floats but rocks sink.) ... Simple statements to represent conclusions (Heavy things float.) 	Teacher's Guide Set 1: U3: 408; U4: 558-559 Teacher's Guide Set 2: U7: 512 Theme Pictures Set 1: 6, 7, 14 Theme Pictures Set 2: 21, 29 Activity Sheet Set 1: 140B, 199, 218, 231
4	Argue	Interpretive	na	na	na	na
4	Argue	Expressive	na	na	na	na
5	Inform	Interpretive	ELD-SS.K.Inform.Interpretive	Interpret informational texts in social studies by <ul style="list-style-type: none"> Determining topic associated with a compelling or supporting question Defining attributes and characteristics in relevant information 	na	Teacher's Guide Set 1: U4: 526, 532 Teacher's Guide Set 2: U5: 88; U6: 278 Activity Sheet Set 1: 97A, 184, 189A Activity Sheet Set 2: 11, 55, 60, 81, 127, 151
5	Inform	Expressive	ELD-SS.K.Inform.Expressive	Construct informational texts in social studies that <ul style="list-style-type: none"> Introduce topic associated with a compelling or supporting question Provide a detail about relevant information 	<ul style="list-style-type: none"> Pictures, words, title to identify topic or concept (My Neighborhood, Activities) Visuals (labeled drawings, diagrams) to share information about topic attributes ... Nouns to label visuals or cultural items (family members, weather words, food, events) Verbs to label actions and activities (dancing, cooking) Prepositional phrases to tell about location (on the block, in the house, next to the store, at Grandma's house, on the bus) Adjectives to add description to labeled nouns and simple sentences (It is a sunny day.) 	Teacher's Guide Set 1: U4: 526, 579 Teacher's Guide Set 2: U6: 283 Theme Pictures Set 1: 1, 5, 6, 12, 15, 16 Theme Pictures Set 2: 19, 22, 23, 25, 26, 30, 31 Activity Sheet Set 1: 182, 185A, 185B, 185C, 207 Activity Sheet Set 2: 59
5	Explain	Interpretive	na	na	na	na

5	Explain	Expressive	na	na	na	na
5	Argue	Interpretive	na	na	na	na
5	Argue	Expressive	na	na	na	na