



CA Treasures ELD Suggested Pacing with Enhancements ~ Kindergarten

WEEK 1	DAY 1 (EL Reader #1) <i>CA Treasures Day 1</i>	DAY 2 <i>CA Treasures Day 1 cont.</i>	DAY 3 <i>CA Treasures Day 2</i>	DAY 4 <i>CA Treasures Day 2 cont.</i>	DAY 5 (EL Reader #2) <i>CA Treasures Day 1</i>
WHOLE GROUP	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem¹ (5 min) ○ Build Background (15/20 min) • Vocabulary (10/15 min) • Introduce Independent Stations (10/15 min) 	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem (5 min) ○ Intro EL Practice Reader (Picture Walk)(5 min) ○ Read Aloud-use Enhanced Text² (1st Read) • Listening Comprehension-IQR using Enhanced Text (2nd Read) (10 min) • Build Class Map (10 min) 	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem (3 min) ○ Review Thinking Map (7 min) ○ Review Vocabulary • Listening Comprehension-IQR using Enhanced Text (10 min) • Continue Class Map (10 min) 	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem (3 min) ○ Review Thinking Map (7 min) • Listening Comprehension-use Enhanced Text to retell story - (10 min) • Retell-Use Class Map and BLM Retelling Cards to Retell (15 min) 	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem¹ (5 min) ○ Build Background (15/20 min) • Vocabulary (10/15 min) • Introduce Independent Stations (10/15 min)
SMALL GROUP (Differentiation)	No Small Group	Teacher Station: Practice Retell (15/30 min) <ul style="list-style-type: none"> ✓ Retell using Flow/Tree Map • Teacher models • Students Think-Pair-Share • Each student shares their retell Independent Stations: (See Attachment)	Teacher Station: Practice Retells (15/30 min) <ul style="list-style-type: none"> ✓ Retell using Flow/Tree Map • Teacher models • Students Think-Pair-Share • Each student shares their retell Independent Stations: (See Attachment)	Teacher Station: Students write retells (15/30 min) Independent Stations: (See Attachment)	No Small Group
WEEK 2	DAY 6 <i>CA Treasures Day 1 cont.</i>	DAY 7 <i>CA Treasures Day 2</i>	DAY 8 <i>CA Treasures Day 2 cont.</i>	DAY 9 (EL Reader #3) <i>CA Treasures Day 1</i>	DAY 10 <i>CA Treasures Day 1 cont.</i>
WHOLE GROUP	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem (5 min) ○ Intro EL Practice Reader (Picture Walk)(5 min) ○ Read Aloud-use Enhanced Text² (1st Read) • Listening Comprehension-IQR using Enhanced Text (2nd Read) (10 min) ✓ Build Class Map (10 min) 	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem (3 min) ○ Review Thinking Map (7 min) ○ Review Vocabulary • Listening Comprehension-IQR using Enhanced Text (10 min) • Continue Class Map (10 min) 	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem (3 min) ○ Review Thinking Map (7 min) • Listening Comprehension-use Enhanced Text to retell story - (10 min) • Retell-Use Class Map and BLM Retelling Cards to Retell (15 min) 	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem¹ (5 min) ○ Build Background (15/20 min) • Vocabulary (10/15 min) • Introduce Independent Stations (10/15 min) 	<ul style="list-style-type: none"> • Oral Language <ul style="list-style-type: none"> ○ Song/Poem (5 min) ○ Intro EL Practice Reader (Picture Walk)(5 min) ○ Read Aloud-use Enhanced Text² (1st Read) • Listening Comprehension-IQR using Enhanced Text (2nd Read) (10 min) • Build Class Map (10 min)
SMALL GROUP (Differentiation)	Teacher Station: Practice Retell (15/30 min) <ul style="list-style-type: none"> ✓ Retell using Flow/Tree Map • Teacher models • Students Think-Pair-Share • Each student shares their retell Independent Stations: (See Attachment)	Teacher Station: Practice Retells (15/30 min) <ul style="list-style-type: none"> ✓ Retell using Flow/Tree Map • Teacher models • Students Think-Pair-Share • Each student shares their retell Independent Stations: (See Attachment)	Teacher Station: Students write retells (15/30 min) Independent Stations: (See Attachment)	No Small Group	Teacher Station: Practice Retell (15/30 min) Independent Stations: (See Attachment)



WEEK 3	DAY 11 <i>CA Treasures Day 2</i>	DAY 12 <i>CA Treasures Day 2 cont.</i>	DAY 13 (Wonders) <i>CA Treasures Day 3</i>	DAY 14 <i>CA Treasures Day 4</i>	DAY 15 <i>CA Treasures Day 5</i>
WHOLE GROUP	<ul style="list-style-type: none"> Oral Language <ul style="list-style-type: none"> Song/Poem (3 min) Review Thinking Map (7 min) Review Vocabulary Listening Comprehension-IQR using Enhanced Text (10 min) Continue Class Map (10 min) 	<ul style="list-style-type: none"> Oral Language <ul style="list-style-type: none"> Song/Poem (3 min) Review Thinking Map (7 min) Listening Comprehension-use Enhanced Text to retell story - (10 min) Retell-Use Class Map and BLM Retelling Cards to Retell (15 min) 	Wonders* <ul style="list-style-type: none"> Oral Language-Build Background (10 min) Vocabulary (5 min) Listening Comprehension (10 min) Shared Writing (5 min) 	Continue Wonders <ul style="list-style-type: none"> Oral Language-Build Background (10 min) Vocabulary (5 min) Listening Comprehension (10 min) Interactive Writing (5 min) 	Continue Wonders <ul style="list-style-type: none"> Oral Language-Build Background (10 min) Vocabulary (5 min) Listening Comprehension (15 min)
SMALL GROUP (Differentiation)	Teacher Station: Practice Retells (15/30 min) <ul style="list-style-type: none"> Retell using Flow/Tree Map Teacher models Students Think-Pair-Share Each student shares their retell Independent Stations: (See Attachment)	Teacher Station: Students write retells (15/30 min) Independent Stations: (See Attachment)	Collaborative Group Project <ul style="list-style-type: none"> based on Wonders Reading topic and social science and science 	Collaborative Group Project <ul style="list-style-type: none"> based on Wonders Reading topic and social science and science 	Collaborative Group Project <ul style="list-style-type: none"> based on Wonders Reading topic and social science and science

¹ Song/Poem in Unit Opener or teacher selected song/poem related to the topic.

² Enhanced Text-Enhanced EL Practice Readers (Available on MMED Website)

*Wonders selections chosen to align with instruction taking place in Social Studies/Science time

❖ **ELD Writing Note:**

CA Treasures ELA Writing Process provides appropriate scaffolds for ELs and may be placed in portfolio.



CA Treasures ELD Suggested Small Group Independent Stations – Kindergarten

SMALL GROUP (Differentiation)	Vocabulary Station: Use vocabulary cards from the back of the EL Resource ATE (i.e., matching games, sorts, create CLOZE sentences, etc.) for students to practice vocabulary.	Writing Station: Students create Flow Maps or put retelling cards in order to illustrate, orally rehearse and/or write a retell of familiar stories.	Comprehension/Fluency Station: Students practice reading Practice Readers and/or decodables with a partner.	High Frequency Word Station: Students practice high frequency words with a partner and/or write words (see Treasures ELD yellow pages-High Frequency Words)	Other: Teacher Created-Language Rich Tasks with partner: <ul style="list-style-type: none"> • Role playing center • Blocks (e.g. build your community) • Grammar games

✚ **Teacher Station:** (4-6 students of the same proficiency level per small group) # of rotations per day depends on # of ELs in the class.

✚ **Independent Stations:**

- Independent work needs to be differentiated and appropriate for the student's language proficiency level.

**Note: Low EL Count Schools Only:*

- While the ELs are engaged in ELD independent stations to provide the mandatory 45-60 ELD Time Block, the teacher may have extended Universal Access Time with EOs, IFEPs, and RFEPs in the Teacher Station.
- Independent work needs to be differentiated and appropriate for the student's language proficiency level or language classification.

