



COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Type Task - Key Chart

Listening Task Types		Speaking Task Types	
LSE – Listen to a Short Exchange	K-12	STS - Talk About a Scene	K-12
LST – Listen to a Story	K-5	SRN - Retell a Narrative	K-5
LPR – Listen to an Oral Presentation	K-12	SSO – Support and Opinion	K-12
		SAP - Summarize an Academic Presentation	K-12
Reading Task Types		Writing Task Types	
RAW- Read-Along Word with Scaffolding	K	WLW- Label a Picture-Word with Scaffolding	K
RAS - Read-Along Story with Scaffolding	K	WST – Write a Story Together with Scaffolding	K-2
RAI- Read-Along Information	K		

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

ELPAC SPIRALS REVIEW - Unit 3

UNIT 3: What can you learn from going different places?

Week 1

Listening -- LSE

Listen to a Short Exchange
Student Stimuli



1. What does the father need to do ?

- A plant the seeds
- B water the seeds
- C wait for them to grow

Communicative Context

Students listen to a conversation to answer questions.



Teacher Prompt

SAY Listen to a conversation between a girl and her father.

As you read each character's line, point to the picture of the character.

SAY The girl says, "When I'm done planting these seeds, we need to water them?"

SAY Her father says, "Don't worry. I will water them and they will grow. "

1. What does the father need to do ?

- A plant the seeds
- B water the seeds
- C wait for them to grow

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Speaking -- STS

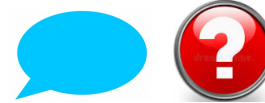
Talk About a Scene

Student Stimuli



Communicative Context

Students orally describe a common scene, usually in a school context.



Teacher Prompt and **Question Stems** (NOTE: "Teacher Prompt" and "Question Stems" are one in the same for the Speaking portion of the ELPAC).

SAY Look at the picture. I am going to ask you some questions about it.

1

SAY What are the children doing?

2

SAY Describe the children.

3

SAY What are they getting on?

4

SAY Where are the children going?

Wait for the student's response.

5

SAY How do you know?

6

Point to the entire scene.

SAY Tell me something else about the picture.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Reading -- RAW

Read-Along Word with Scaffolding

Student Stimuli

pin



Communicative Context

Students provide the individual letter names and the initial letter sound for a grade-appropriate word. Students are prompted to read the word independently. Students are then asked which of three pictures matches the word.



Teacher Prompt
(**Pointing is essential as it is used as a scaffolding tool**)

1

Point to the first letter in the word.

SAY What is the first letter of this word?

SAY What is the sound of the letter *p*?

Point to the next letter in the word

SAY What is the next letter of this word?

Point to the last letter in the word.

SAY What is the last letter of this word?

Sweep your finger under the word while saying the following prompt.

SAY Now read the word.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

If the student does not read the word aloud or does not say the correct word,

SAY Read the word with me: “pin”.

2

SAY Point to the picture of the pin.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Writing -- WLW

Label a Picture-Word, with Scaffolding

Student Stimuli



Communicative Context

Students are provided a picture and/or a short written text followed by four questions. All writing questions are constructed response; students answer the questions in writing.

Students write letters and words to label objects in a picture.



Teacher Prompt

(Pointing is essential as it is used as a scaffolding tool)

Note: Provide Lined writing paper to students for questions 1-4.

SAY Now we are going to write some letters and words together.

1

Point to the picture of the boy.

SAY This is a boy. "Boy" starts with the letter b. Write the letter b.

Point to the where the student should write on the paper. If student does not write, re-prompt.

2

Point to the picture of the boy's face.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

SAY This is the boy's face. "Face" starts with the letter f. Write the letter f.

Point to the where the student should write on the paper. If student does not write, re-prompt.

3

Point to the picture of the bat.

SAY Write the word "bat."

Point to the where the student should write on the paper. If student does not write, re-prompt.

4

Point to the picture of the cap.

SAY This is a cap. Write the word "cap."

Point to the where the student should write on the paper. If student does not write, re-prompt.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

ELPAC SPIRALS REVIEW

Week 2

Listening -- LST

Listen to a Story

Student Stimuli



1. How is Dylan's new school different from his old school?

A It is bigger.

Communicative Context

Students listen to a narrative text to answer questions



Teacher Prompt

SAY Listen carefully as I read you a story. You will hear the story only once. When I am finished, I will ask you some questions.

SAY Dylan was the new kid in class. He had moved to the city from a small town.

Dylan sat with Kamil and James at lunch.

"This school is different. It is big," Dylan said.
"There are so many kids here. My old school was small."

"I had friends there," said Dylan.

"Now you have friends here," said James. "That part is the same!"

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

B It is smaller.

C It is the same.

2. Who did Dylan sit with at lunch?

A his teacher

B Kamil and James

C James

3. Where is Dylan?

A at school

B at home

C at the park

1. How is Dylan's new school different from his old school?

A It is bigger.

B It is smaller.

C It is the same.

2. Who did Dylan sit with at lunch?

A his teacher

B Kamil and James

C James

3. Where is Dylan?

A at school

B at home

C at the park

Adapted from Readworks.

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Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Speaking -- SRN

Retell a Narrative

Student Stimuli

1



2



Communicative Context

Students orally retell a narrative that follows a series of pictures.

SAY Look at the pictures.
Pause and point to each picture.

SAY I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to your partner, back to me.

Point to the first picture.

SAY A Day with Dad

On Saturday, Jose and his father got up early. They wanted to go for a drive in the country.

Point to the second picture.

SAY They ate breakfast. Jose had a glass of milk and his father had a cup of coffee.

Point to the third picture.

SAY After they finished eating, they went outside and got into the truck. Jose buckled up his seatbelt. They were ready to go.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

3



SAY Now use all the pictures to tell the story back to me.



Wonders Alignment

- Adapted from Wonders, The Birdhouse.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Reading -- RAS

Read-Along Story with Scaffolding

Student Stimuli



Alejandro took his dog for a walk in the park.

He saw a man working on a fence.



He stopped to talk to his friends.

They had just finished playing soccer.

Communicative Context

Students listen to a fictional story that includes three pictures. Students answers one question on foundational literacy skills and three comprehension questions about the story. Answer choices may be pictures or text.



Teacher Prompt

SAY Now we are going to read together.

Cover panels 2 and 3 of the story with a blank sheet of paper.

SAY Point to where we should start reading.

Pause for the student to respond.

If the student answered the previous question incorrectly,

SAY We will start reading here. Put your finger here.

SAY Follow along with your finger as I read.

READ AND SAY

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Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten



Then he saw his friend
Samantha.

She was walking her
dog, too.

Alejandro and
Samantha decided to
walk their dogs
together.

1. What is Alejandro doing?

- A. meeting his friends
- B. playing with his dog
- C. walking his dog

2. Where is Alejandro?

- A. in the backyard
- B. in the park
- C. in the city

3. Who does Alejandro see last?

- A. Samantha
- B. his friends playing soccer
- C. a worker

Slowly read and say the sentences on the first panel
only. Watch to see that students are able to follow from
left to right and top to bottom.

SAY Now I will read the story to you. Listen while I
read.

SAY Now you will answer three questions. Tell me
your answer.

READ AND SAY Read and say the sentences aloud at
a natural pace, beginning with the first panel.

1. What is Alejandro doing?

- A. meeting his friends
- B. playing with his dog
- C. walking his dog

2. Where is Alejandro?

- A. in the backyard
- B. in the park
- C. in the city

3. Who does Alejandro see last?

- A. Samantha
- B. his friends playing soccer
- C. a worker

Wonders Alignment

- Adapted from Wonders, decodable book: Nat and Tip

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Writing -- WST

Write a Story Together with Scaffolding

Student Stimuli

A _____ ay with _____ om



Communicative Context

Students work with the teacher to write a short story.
Students can write their responses on a whiteboard.



Teacher Prompt

(Pointing is essential as it is used as a scaffolding tool)

Note: Provide Lined writing paper to students for questions 1-4.

SAY We are going to write a story together. The title of the story is "A Day with Mom".

Sweep your finger under the title in the answer paper as you read it aloud.

1

SAY The first letter is missing from the word "day". Say the word " day"

SAY Now write the first letter of the word "day".

Point to where the student should write on the paper. If the student does not write, re-prompt.

2

SAY The first letter is missing from the word "Mom". Say the word "mom".

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

I like to spend the day with my mom. We ride the

----- .

I am always tired by the ----- of the day.

SAY Now write the first letter of the word "Mom".

Point to where the student should write on the paper. If the student does not write, re-prompt.

3

SAY The first sentence in the story is: I like to spend the day with my mom.

Sweep your finger under the first sentence as you read it aloud.

SAY The second sentence should say: We ride the bus.

Sweep your finger under the sentence as you read it aloud.

The word "bus" is missing from the story. Say the word "bus". Now write the word "bus".

Point to where the student should write on the paper.

4

SAY The next sentence should say: I am always tired by the end of the day.

Sweep your finger under the title in the answer paper as you read it aloud.

SAY The word "end" is missing from the story. Say the word "end".

SAY Now write the word "end".

Point to where the student should write on the paper.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

ELPAC SPIRALS REVIEW

Week 3

Listening -- LPR

Listen to an Oral Presentation
Student Stimuli



Communicative Context

Students listen to an informational text to answer questions.



Teacher Prompt

SAY Listen carefully as I tell you about your senses. You will hear the information only once. When I am finished, I will ask you some questions.

Deserts

Many people think deserts are hot places. Deserts can also be cold.

The Sahara in Africa is a hot desert. The temperature there gets up to 122 degrees Fahrenheit!

The Gobi desert in Asia is a cold desert. So is Antarctica. The temperature in Antarctica has fallen as low as -129 degrees Fahrenheit.

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

1.What kind of desert is the Gobi desert?

- A** a cold desert
- B** a hot desert
- C** a sunny desert

2. How much rain do deserts get?

- A** more than 10 inches
- B** no rain
- C** less than 10 inches

3. Where is the Sahara desert?

- A** in Antarctica
- B** in Asia
- C** in Africa

All deserts have one thing in common. They are very dry places. Deserts get less than 10 inches of rain each year. Some deserts are so dry that the plants there go without fresh water for years.

1.What kind of desert is the Gobi desert?

- A** a cold desert
- B** a hot desert
- C** a sunny desert

2. How much rain do deserts get?

- A** more than 10 inches
- B** no rain
- C** less than 10 inches

3. Where is the Sahara desert?

- A** in Antarctica
- B** in Asia
- C** in Africa

Adapted from a Readworks article.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Support an Opinion

Student Stimuli



photos courtesy of Pexels

Communicative Context

Students orally provide an opinion with relevant reasons.



Teacher Prompt

SAY I am going to ask you for your opinion.

Point to each picture at the appropriate time while reading the question.

SAY On Saturday you are going on a trip, your mom says you can go to the beach or the mountains. You can choose to go to the beach for the day or you can choose to go to the mountains. Which do you choose?

Wait for initial choice.

SAY Why do you think (your choice) is better?

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Reading -- RAI

Read-Along Information

Student Stimuli



Baby Farm Animals

Every year baby animals are born on farms.

Baby chickens are called chicks.
Chicks hatch from eggs.
They are born with a beak.



A baby pig is called a piglet.

A piglet is born with smooth skin.



A baby sheep is called a lamb.

A lamb is born with a soft fluffy coat.

Many baby animals live on a farm.

1. What is a baby sheep called?

- A** A baby sheep is called a chick.
- B** A baby sheep is called a piglet.
- C** A baby sheep is called a lamb.

Communicative Context

Students listen to an informational passage that includes three pictures. Students answers three comprehension questions about the passage. Answer choices may be pictures or text.



Teacher Prompt*

SAY Now we are going to read together.
Listen while I read.

SAY Now you will answer three questions.
Tell me your answer.



Question Stems

1. What is a baby sheep called?

- A** A baby sheep is called a chick.
- B** A baby sheep is called a piglet.
- C** A baby sheep is called a lamb.

2. What kind of skin is a piglet born with?

- A** A piglet is born with smooth skin.
- B** A piglet is born with feathers.
- C** A piglet is born with soft and fluffy skin.

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

2. What kind of skin is a piglet born with?

- A** A piglet is born with smooth skin.
- B** A piglet is born with feathers.
- C** A piglet is born with soft and fluffy skin.

3. Where are the baby animals born?

- A** The baby animals are born in the barn.
- B** The baby animals are born at night.
- C** The baby animals are born on a farm.



Wonders Alignment:

- **Adapted from Interactive Read Aloud: Baby Animals**

3. Where are the baby animals born?

- A** The baby animals are born in the barn.
- B** The baby animals are born at night.
- C** The baby animals are born on a farm.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Writing -- WLW

Label a Picture-Word, with Scaffolding

Student Stimuli



Wonders Alignment:



Note: Images from Wonders can be used. However, “cold images” are also encouraged in consideration of this task type (i.e. images that are outside of the core curriculum)

Communicative Context

Students write letters and words to label objects in a picture.
Students can write their responses on a whiteboard or paper.



Teacher Prompt
(**Pointing** is essential as it is used as a scaffolding tool)

Note: Provide Lined writing paper to students for questions 1-4.

SAY Now we are going to write some letters and words together.

1

Point to the picture of the playground.

SAY This is a playground. “Playground” starts with the letter p. Write the letter p. Point to the where the student should write on the paper.

If the student does not write re-prompt.

2

Point to the picture of a fence.

SAY This is a fence. “Fence” starts with the letter f. Write the letter f.

Point to the where the student should write on

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

the paper.

If the student does not write re-prompt.

3

Point to the picture of the girls' feet.

SAY This girl is jumping. Write the word "jump".

Point to the where the student should write on the paper.

If the student does not write re-prompt.

4

Point to the picture of the students jumping rope.

SAY The students are glad to be friends. Write the word "glad".

Point to the where the student should write on the paper.

If the student does not write re-prompt.

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

ELPAC SPIRALS REVIEW

Week 4

Listening -- LSE

Listen to a Short Exchange
Student Stimuli



What does the girl want to do?

- A eat lunch
- B go to the boy's house
- C have soup and sandwiches

image courtesy of Pexel

Communicative Context

Students listen to a conversation to answer questions.



Teacher Prompt

SAY Listen to a conversation between a girl and a boy.

As you read each character's line, point to the picture of the character.

SAY The girl says, "I am hungry. Do you want to go eat lunch?"

SAY The boy says, "Sure, we can go to my house and have soup and sandwiches. "

What does the girl want to do?

- A eat lunch
- B go to the boy's house
- C have soup and sandwiches

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Speaking -SAP

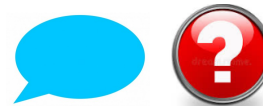
Summarize an Academic Presentation

Student Stimuli



Communicative Context

Students listen to an academic presentation and provide an oral summary.



Teacher Prompt and **Question Stems** (NOTE: "Teacher Prompt" and "Question Stems" are one in the same for the Speaking portion of the ELPAC).

SAY In this part, you will listen to some information.

SAY I am going to tell you about taking photos or pictures. Listen carefully. You will hear the information only once. When I am finished, you will tell me about taking pictures or photos. Point to the picture at the appropriate time while reading the information.

Point to indicate the whole picture.

SAY Taking photos can be fun!

Point to the camera.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

SAY You can take photos with a camera. You can also take photos with phones that have cameras.

Point to the buildings (background).

SAY People take photos of different things. They take photos of places outdoors. They take photos of animals. They take photos of other people.

Point to the the whole picture (photograph)

SAY This photo is in color. Some photos have only black and white colors. Other photos have different kinds of colors.

SAY Now it is your turn. Tell me about taking photos. Use the picture to help you.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Reading -- RAW

Read-Along with Scaffolding

Student Stimuli

bug



A



B



C

Communicative Context

Students provide the individual letter names and the initial letter sound for a grade-appropriate word. Students are prompted to read the word independently. Students are then asked which of three pictures matches the word.



Teacher Prompt
(**Pointing is essential as it is used as a scaffolding tool**)

1

Point to the first letter in the word.

SAY What is the first letter of this word?

SAY What is the sound of the letter b?

Point to the next letter of the word.

SAY What is the next letter of this word?

Point to the last letter of this word.

SAY What is the last letter of this word?

Sweep your finger under the word while saying the following prompt.

SAY Now read the word.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

If the student does not read the word aloud or does not say the correct word.

SAY Read the word with me: “bug”.

Sweep your finger under the word while reading the word aloud.

2

SAY Point to the picture of the bug.

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Writing -- WST

Write a Story Together with Scaffolding

Student Stimuli

_____ elping _____ eople
- - - - -



A man helped me find my dog. My dog

_____ is my _____ . He was _____ .
- - - - -

Communicative Context

Students work with teacher to write a short story. Students can write responses on a whiteboard or paper.



Teacher Prompt

(Pointing is essential as it is used as a scaffolding tool)

Note: Provide Lined writing paper to students for questions 1-4.

SAY We are going to write a story together. The title of the story is "Helping Friends".

Sweep your finger under the title as you read it aloud.

1

SAY The first letter is missing from the word "Helping". Say the word "Helping".

SAY Now write the first letter of the word "Helping".

Point to the where the student should write on the paper.

If the student does not write, re-prompt.

2

SAY The first letter is missing from the word "People". Say the word "People".

SAY Now write the first letter of the word "People".

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Point to the where the student should write on the paper.

If the student does not write, re-prompt.

3

SAY The first sentence in the story is: **A man helped me find my dog.**

Sweep your finger under the sentence in the student's lined writing paper as you read it aloud.

SAY The second sentence should say: **My dog is my pal.**

Sweep your finger under the sentence in the student's lined writing paper as you read it aloud.

SAY The word "pal" is missing from the story. Say the word "pal".

SAY Now write the word "pal".

Point to the where the student should write on the paper.

4

SAY The next sentence should say: **He was lost.**

Sweep your finger under the sentence in the student's lined writing paper as you read it aloud.

SAY The word "lost" is missing from the story. Say the word "lost".

Point to the where the student should write on the paper.

SAY Now write the word "lost".

Point to the where the student should write on the paper.

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

ELPAC SPIRALS REVIEW

Week 5

Listening -- LST

Listen to a Story

Student Stimuli



1. Where are José, Ella, and Alex?

- A** at school
- B** at Ella's house
- C** at José's house

Communicative Context

Students listen to a narrative text to answer questions.



Teacher Prompt

SAY Listen carefully as I read you a story. You will hear the story only once. When I am finished, I will ask you some questions.

The First Day

José, Ella, and Alex sat at the same table. They listened to their teacher, Ms. Garcia.

Ms. Garcia talked about sharing and taking turns. Then she said the class could draw pictures.

Ms. Garcia put a big box of crayons on each table. José took all three blue crayons. He drew water and the sky and a sailboat. Ella looked sad.

"I need a blue crayon," she told José. José gave Ella one of the blue crayons.

COMPTON UNIFIED SCHOOL DISTRICT
English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

2. What are José, Ella, and Alex doing at the beginning of the story?

- A** drawing pictures
- B** sharing crayons
- C** listening to their teacher

3. Who took all the blue crayons?

- A** Ella
- B** Alex
- C** José

"I like to share!" he said.

1. Where are José, Ella, and Alex?

- A** at school
- B** at Ella's house
- C** at José's house

2. What are José, Ella, and Alex doing at the beginning of the story?

- A** drawing pictures
- B** sharing crayons
- C** listening to their teacher

3. Who took all the blue crayons?

- A** Ella
- B** Alex
- C** José

Adapted from Readworks: José and the Blue Crayons

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Speaking -- STS

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Talk About a Scene

Student Stimuli



Communicative Context

Students orally describe a common scene, usually in a school context.



SAY Look at the picture. I am going to ask you some questions about it.

1

SAY What are the children doing?

2

SAY Describe the teacher.

3

SAY What is the teacher doing?

4

SAY Where are the children?

Wait for the student's response.

5

SAY How do you know?

6

Point to the entire scene.

SAY Tell me something else about the picture.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Reading -- RAS

Read-Along Story with Scaffolding

Student Stimuli



We help our friends.

We are using shovels and rakes to get the ground ready for planting.



We plant flowers and trees.

We put picnic tables in place.



Everybody worked hard.

Now, it's time to eat.

Everybody is hungry.

Communicative Context

Students listen to a fictional story that includes three pictures. Students answers one question on foundational literacy skills and three comprehension questions about the story. Answer choices may be pictures or text.



Teacher Prompt

SAY Now we are going to read together.

1

Cover pictures 2 and 3 of the story with a blank sheet of paper.

SAY Point to where we should start reading.

Pause for the student to respond.

If the student answered this incorrectly,

SAY We will start reading here. Put your finger here.

SAY Follow along with your finger as I read.

READ AND SAY Slowly read and say the sentence aloud on the first picture only. Watch to see that students are able to follow from left to right and top to bottom.

SAY Now I will read the story to you. Listen while I read.

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

1. What are they planting?

- A. flowers and trees
- B. picnic tables
- C. vegetables to eat

2. What are they using to get the ground ready for planting?

- A. flowers and trees
- B. picnic tables
- C. rakes and shovels

3. At the end of the story, what is everybody doing?

- A. planting
- B. eating
- C. helping

READ AND SAY Read and say the sentences aloud at a natural pace, beginning with the first picture.

SAY Now you will answer three questions. Tell me your answer.

1. What are they planting?

- A. flowers and trees
- B. picnic tables
- C. vegetables to eat

2. What are they using to get the ground ready for planting?

- A. flowers and trees
- B. picnic tables
- C. rakes and shovels

3. At the end of the story, what is everybody doing?

- A. planting
- B. eating
- C. helping

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Writing -- WLW

Label a Picture-Word, with Scaffolding
Student Stimuli



Communicative Context

Students write letters and words to label objects in a picture.

Students can write on a whiteboard or paper.



Teacher Prompt

SAY Now we are going to write some letters and words together.

1

Point to the picture of a curtain.

SAY This is a curtain. Curtain starts with the letter k. Write the letter k.

Point to the where the student should write on the paper.

If student does not write re-prompt.

2

Point to the picture of a window.

SAY This is a window. "Window" starts with the letter w. Write the letter w.

Point to the where the student should write on the paper.

If student does not write re-prompt.

3

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English Learner Services
Designated ELD/ELPAC Spirals Review 2018-19 – Grade Kindergarten

Point to the picture of a desk.

SAY This is a desk. Write the word "desk."

Point to the where the student should write on the paper.

If student does not write re-prompt.

4

Point to the picture of the light coming through the window.

SAY The sun is shining in the window. Write the word "sun."

Point to the where the student should write on the paper.

If student does not write re-prompt.