

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade K Part I Standard 1

| English Language Proficiency (teach toward the next level) | | |
|--|---|---|
| Collaborative | | |
| Emerging | Expanding | Bridging |
| <p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.</p> | <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, by listening attentively, following turn-taking rules, and asking and answering questions.</p> | <p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, by listening attentively, following turn-taking rules, and asking and answering questions.</p> |
| <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to conversations <input type="checkbox"/> Express ideas <input type="checkbox"/> Ask <i>yes-no</i> questions <input type="checkbox"/> Answer <i>yes-no</i> questions <input type="checkbox"/> Ask and answer <i>wh-</i> questions <input type="checkbox"/> Respond by pointing, using gestures, words, or short phrases | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to class discussions <input type="checkbox"/> Contribute to group discussions <input type="checkbox"/> Contribute to partner discussions <input type="checkbox"/> Listen attentively <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask questions <input type="checkbox"/> Answer questions | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to class discussions <input type="checkbox"/> Contribute to group discussions <input type="checkbox"/> Contribute to partner discussions <input type="checkbox"/> Listen attentively <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask questions <input type="checkbox"/> Answer questions |

Grade K
Part I Standard 2

| English Language Proficiency (teach toward the next level) | | |
|--|--|---|
| Collaborative | | |
| Emerging | Expanding | Bridging |
| <p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.</p> | <p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.</p> | <p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.</p> |
| <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with teacher and peers on joint writing projects of short informational & short literary texts with minimal writing <input type="checkbox"/> Draw and label with a few words <input type="checkbox"/> Use technology where appropriate for publishing, graphics, etc. | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with teacher and peers on joint writing projects of informational & literary texts with some writing <input type="checkbox"/> Draw and write using short sentences <input type="checkbox"/> Use technology where appropriate for publishing, graphics, etc. | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with teacher and peers on joint writing projects of informational & literary texts <input type="checkbox"/> Write longer pieces, i.e., very short stories <input type="checkbox"/> Use technology where appropriate for publishing, graphics, etc. |

Grade K
Part I Standard 3

| English Language Proficiency (teach toward the next level) | | |
|---|--|--|
| Collaborative | | |
| Emerging | Expanding | Bridging |
| <p>3. Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.</p> | <p>3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), as well as open responses, in order to gain and/or hold the floor</p> | <p>3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p> |
| <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer opinions in conversations <input type="checkbox"/> Offer ideas in conversations <input type="checkbox"/> Use small set of learned phrases (e.g., <i>I like X, I think X</i>) <input type="checkbox"/> Use open responses in conversations | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer opinions in conversations <input type="checkbox"/> Use an expanded set of learned phrases in conversations (e.g., <i>I think/don't think X, I agree with X</i>) <input type="checkbox"/> Use open responses in conversations <input type="checkbox"/> Gain and/or hold the floor | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer opinions in conversations <input type="checkbox"/> Negotiate with others in conversations <input type="checkbox"/> Use a variety of learned phrases in conversations (e.g., <i>I think/don't think X. I agree with X, but . . .</i>) <input type="checkbox"/> Use open responses in conversations <input type="checkbox"/> Gain and/or hold the floor <input type="checkbox"/> Add information to an idea <input type="checkbox"/> Use connecting words to join ideas (<i>and..., but...</i>) |

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Grade K Part I Standard 4

| English Language Proficiency (teach toward the next level) | | |
|--|--|--|
| Collaborative | | |
| Emerging | Expanding | Bridging |
| 4. Adapting language choices No standard for kindergarten. | 4. Adapting language choices No standard for kindergarten. | 4. Adapting language choices No standard for kindergarten. |
| Skills: | Skills: | Skills: |

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade K Part I Standard 5

| English Language Proficiency (teach toward the next level) | | |
|--|--|--|
| Interpretive | | |
| Emerging | Expanding | Bridging |
| <p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.</p> | <p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p> | <p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support</p> |
| <p>Skills: With oral sentence frames & substantial prompting and support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening to read-alouds <input type="checkbox"/> Demonstrate active listening to oral presentations <input type="checkbox"/> Ask basic questions <input type="checkbox"/> Answer basic questions about the presentation <input type="checkbox"/> Ask or respond to <i>yes-no</i> or <i>wh-</i> questions | <p>Skills: With oral sentence frames and occasional prompting and support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening to read-alouds <input type="checkbox"/> Demonstrate active listening to oral presentations <input type="checkbox"/> Ask questions <input type="checkbox"/> Answer questions | <p>Skills: With minimal prompting and light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening to read-alouds <input type="checkbox"/> Demonstrate active listening to oral presentations <input type="checkbox"/> Ask detailed questions <input type="checkbox"/> Answer detailed questions |

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade K Part I Standard 6

| English Language Proficiency (teach toward the next level) | | |
|---|---|--|
| Interpretive | | |
| Emerging | Expanding | Bridging |
| <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p> | <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> | <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p> |
| <p>Skills: With substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe ideas <input type="checkbox"/> Describe phenomena <input type="checkbox"/> Describe text elements <input type="checkbox"/> Demonstrate understanding of a select set of grade-level texts <input type="checkbox"/> Demonstrate understanding of viewing of multimedia | <p>Skills: With moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe ideas in greater detail <input type="checkbox"/> Describe phenomena in greater detail <input type="checkbox"/> Describe text elements in greater detail <input type="checkbox"/> Demonstrate understanding of a variety of grade-level texts <input type="checkbox"/> Demonstrate understand viewing of multimedia | <p>Skills: With light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe ideas using key details <input type="checkbox"/> Describe phenomena using key details <input type="checkbox"/> Describe text elements using key details <input type="checkbox"/> Demonstrate understanding of a variety of grade-level texts <input type="checkbox"/> Understand viewing of multimedia |

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade K Part I Standard 7

| English Language Proficiency (teach toward the next level) | | |
|---|--|--|
| Interpretive | | |
| Emerging | Expanding | Bridging |
| <p>7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support.</p> | <p>7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support.</p> | <p>7. Evaluating language choices Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.</p> |
| <p>Skills: With prompting & substantial support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the language writers use to present an idea | <p>Skills: With prompting & moderate support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the language writers use to present an idea <input type="checkbox"/> Describe the language writers/speakers use to support an idea | <p>Skills: With light support...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how writers use language to present an idea <input type="checkbox"/> Describe how writers use language to support an idea |

Grade K
Part I Standard 8

| English Language Proficiency (teach toward the next level) | | |
|--|--|--|
| Interpretive | | |
| Emerging | Expanding | Bridging |
| <p>8. Analyzing language choices Distinguish how two different frequently used words (e.g., describing an action with the verb walk versus run) produce a different effect.</p> | <p>8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing an action as walk versus march) produce shades of meaning and a different effect.</p> | <p>8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect.</p> |
| <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish how two different frequently used words produce a different effect | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish how two different words with similar meaning produce shades of meaning <input type="checkbox"/> Distinguish how two different words with similar meaning produce different effects | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish how multiple different words with similar meaning produce shades of meaning <input type="checkbox"/> Distinguish how multiple different words with similar meaning produce different effects |

Grade K
Part I Standard 9

| English Language Proficiency (teach toward the next level) | | |
|--|---|---|
| Productive | | |
| Emerging | Expanding | Bridging |
| <p>9. Presenting Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p> | <p>9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).</p> | <p>9. Presenting Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p> |
| <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan very brief oral presentations <input type="checkbox"/> Deliver very brief oral presentations <input type="checkbox"/> Use simple phrases and sentences | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan brief oral presentations on a variety of topics <input type="checkbox"/> Use simple sentences <input type="checkbox"/> Deliver brief oral presentations on a variety of topics <input type="checkbox"/> Recount an experience <input type="checkbox"/> Describe an object <input type="checkbox"/> Show and tell about a familiar object | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan longer oral presentations on a variety of topics and content areas <input type="checkbox"/> Deliver longer oral presentations on a variety of topics and content areas <input type="checkbox"/> Include details and longer sentences using connecting words (because, then, etc.) <input type="checkbox"/> Retell a story in order <input type="checkbox"/> Recount and/or describe an experience or experiment |

Grade K
Part I Standard 10

| English Language Proficiency (teach toward the next level) | | |
|---|---|---|
| Productive | | |
| Emerging | Expanding | Bridging |
| <p>10. Composing/Writing Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p> | <p>10. Composing/Writing Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p> | <p>10. Composing/Writing Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.</p> |
| <p>Skills: Collaboratively and sometimes independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw, dictate and write very short literary texts <input type="checkbox"/> Draw, dictate and write very short informational texts <input type="checkbox"/> Use familiar vocabulary collaboratively in shared language experiences | <p>Skills: Collaboratively and with increasing independence...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw, dictate and write short literary texts <input type="checkbox"/> Draw, dictate and write short informational text <input type="checkbox"/> Draw, dictate and write collaboratively <input type="checkbox"/> Write with increasing independence | <p>Skills: Collaboratively and independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw, dictate and write longer literary texts <input type="checkbox"/> Draw, dictate and write longer informational texts <input type="checkbox"/> Draw, dictate and write collaboratively <input type="checkbox"/> Use appropriate text structure and organization (e.g. sequence, steps, etc.) |

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade K Part I Standard 11

| English Language Proficiency (teach toward the next level) | | |
|--|---|---|
| Productive | | |
| Emerging | Expanding | Bridging |
| <p>11. Supporting opinions Offer opinions and provide good reasons (e.g., My favorite book is X because X.) referring to the text or to relevant background knowledge.</p> | <p>11. Supporting opinions Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p> | <p>11. Supporting opinions Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p> |
| <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer opinions <input type="checkbox"/> Support opinions by providing good reasons <input type="checkbox"/> Support opinions by providing some textual evidence <input type="checkbox"/> Support opinions by using relevant background knowledge <input type="checkbox"/> Refer to text evidence or content knowledge, etc. | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer opinions <input type="checkbox"/> Support opinions by providing good reasons <input type="checkbox"/> Support opinions by providing some textual evidence <input type="checkbox"/> Support opinions by providing relevant background knowledge about the content <input type="checkbox"/> Provide examples from the text, etc. | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offer opinions <input type="checkbox"/> Support opinions by providing good reasons <input type="checkbox"/> Support opinions by providing detailed textual evidence <input type="checkbox"/> Support opinions by providing relevant background knowledge about the content <input type="checkbox"/> Provide examples from the text |

Grade K
Part I Standard 12

| English Language Proficiency (teach toward the next level) | | |
|--|---|--|
| Productive | | |
| Emerging | Expanding | Bridging |
| <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using a select set of key-words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word spicy to describe a favorite food, using the word larva when explaining insect metamorphosis) while speaking and composing</p> | <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using complete sentences and key words.</p> <p>b. Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word scurry versus run) while speaking and composing</p> | <p>12. Selecting language resources</p> <p>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word suddenly to signal a change) or to create shades of meaning (e.g., The cat's fur was as white as snow) while speaking and composing</p> |
| <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell text using key words <input type="checkbox"/> Recount experience using key-words <input type="checkbox"/> Use a select number of general academic words while speaking & writing <input type="checkbox"/> Use a select number of domain-specific words while speaking & writing <input type="checkbox"/> Use words to add detail | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell text using complete sentences & key words <input type="checkbox"/> Recount experience using complete sentences & key words <input type="checkbox"/> Use a growing number of general academic words while speaking & writing <input type="checkbox"/> Use a select number of domain-specific words while speaking & writing <input type="checkbox"/> Use words to add detail <input type="checkbox"/> Use words to create shades of meaning | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell text using increasingly detailed complete sentences & key words <input type="checkbox"/> Recount experience using increasingly detailed complete sentences & key words <input type="checkbox"/> Use a wide variety of general academic words while speaking & writing <input type="checkbox"/> Use a wide variety of domain-specific words while speaking & writing <input type="checkbox"/> Use synonyms to create an effect, or create shades of meaning <input type="checkbox"/> Use antonyms to create an effect, or create shades of meaning <input type="checkbox"/> Use non-literal language to create an effect, or create shades of meaning <input type="checkbox"/> Use words to create shades of meaning |

Grade K
Part II Standard 1

| English Language Proficiency (teach toward the next level) | | |
|---|---|---|
| Structuring Cohesive Texts | | |
| Emerging | Expanding | Bridging |
| <p>1. Understanding text structure Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently</p> | <p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p> | <p>1. Understanding text structure Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently</p> |
| <p>Skills: In shared language activities guided by teacher, with peers, and sometimes independently... Apply understanding of how:</p> <ul style="list-style-type: none"> <input type="checkbox"/> different text types are organized to comprehending texts <input type="checkbox"/> different text types are organized to writing texts <input type="checkbox"/> Use text as “mentor text” when writing | <p>Skills: Guided by the teacher, with peers and with increasing independence... Apply understanding of how:</p> <ul style="list-style-type: none"> <input type="checkbox"/> different text types are organized to express ideas <input type="checkbox"/> different text types are organized to comprehending texts <input type="checkbox"/> different text types are organized to writing texts <input type="checkbox"/> Use text as “mentor text” when writing | <p>Skills: Guided by the teacher, with peers and Independently... Apply understanding of how:</p> <ul style="list-style-type: none"> <input type="checkbox"/> different text types are organized predictably <input type="checkbox"/> different text types are organized to comprehending texts <input type="checkbox"/> different text types are organized to writing texts <input type="checkbox"/> Use text as “mentor text” when writing |

Grade K
Part II Standard 2

| English Language Proficiency (teach toward the next level) | | |
|---|--|--|
| Structuring Cohesive Texts | | |
| Emerging | Expanding | Bridging |
| <p>2. Understanding cohesion Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one time, then) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently</p> | <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., next, after a long time) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p> | <p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., first/second/third, once, at the end) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently</p> |
| <p>Skills: In shared language activities guided by teacher, with peers, and sometimes independently...</p> <p>Apply basic understanding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> of how ideas/events/reasons are linked throughout a text using everyday connecting words or phrases <input type="checkbox"/> to comprehending texts <input type="checkbox"/> to writing texts <input type="checkbox"/> how to use connecting words such as <i>one time, then, etc.</i> to structure cohesive text | <p>Skills: Guided by the teacher, with peers, and with increasing independence...</p> <p>Apply understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> how ideas/ events/reasons are linked throughout a text using a growing number of connecting words or phrases <input type="checkbox"/> to comprehending texts <input type="checkbox"/> to writing texts <input type="checkbox"/> how to use connecting words & phrases such as <i>after a long time, first, and next</i> to structure cohesive text | <p>Skills: Guided by the teacher, with peers, and independently...</p> <p>Apply understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> how ideas/events/ reasons are linked throughout a text using a variety of connecting words or phrases <input type="checkbox"/> to comprehending texts <input type="checkbox"/> to writing texts <input type="checkbox"/> how to use connecting words & phrases such as <i>first/second/third, once, at the end, etc.</i> to structure cohesive text |

Grade K
Part II Standard 3

| English Language Proficiency (teach toward the next level) | | |
|---|---|--|
| Expanding and Enriching Ideas | | |
| Emerging | Expanding | Bridging |
| <p>3. Using verbs and verb phrases</p> <p>a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p> | <p>3. Using verbs and verb phrases</p> <p>a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p>b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently</p> | <p>3. Using verbs and verb phrases</p> <p>a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p>b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently</p> |
| <p>Skills: In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use frequently used verbs <input type="checkbox"/> Use frequently used verb types <input type="checkbox"/> Use simple verb tenses appropriate to the text type and discipline to convey time <input type="checkbox"/> Use simple past tense when recounting an experience | <p>Skills: Guided by the teacher and with increasing independence...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use frequently used verbs <input type="checkbox"/> Use a growing number of verb types <input type="checkbox"/> Use a growing number of verb tenses appropriate to the text type and discipline to convey time <input type="checkbox"/> Use simple past tense for retelling <input type="checkbox"/> Use simple present tense for a science description | <p>Skills: Guided by the teacher and Independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use frequently used verbs <input type="checkbox"/> Use a variety of verb types <input type="checkbox"/> Use a wide variety of verb tenses appropriate to the text type and discipline to convey time <input type="checkbox"/> Use present tense for a science description <input type="checkbox"/> Use simple future tense to make predictions |

Grade K
Part II Standard 4

| English Language Proficiency (teach toward the next level) | | |
|--|--|--|
| Expanding and Enriching Ideas | | |
| Emerging | Expanding | Bridging |
| <p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and sometimes independently.</p> | <p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence.</p> | <p>4. Using nouns and noun phrases Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently</p> |
| <p>Skills: In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand noun phrases in simple ways to enrich the meaning of sentences <input type="checkbox"/> Expand noun phrases in simple ways to add details about ideas, people, things <input type="checkbox"/> Add familiar adjectives to nouns | <p>Skills: Guided by the teacher and with increasing independence...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand noun phrases in a growing number of ways to enrich the meaning of sentences <input type="checkbox"/> Expand noun phrases in a growing number of ways to add details about ideas, people, things <input type="checkbox"/> Add newly learned adjectives to nouns | <p>Skills: Guided by the teacher and independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand noun phrases in a variety of ways to enrich the meaning of phrases/sentences <input type="checkbox"/> Expand noun phrases in a variety of ways to add details about ideas, people, things <input type="checkbox"/> Add variety of adjectives to expand noun phrases |

Grade K
Part II Standard 5

| English Language Proficiency (teach toward the next level) | | |
|--|--|--|
| Expanding and Enriching Ideas | | |
| Emerging | Expanding | Bridging |
| <p>5. Modifying to add details Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently</p> | <p>5. Modifying to add details Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p> | <p>5. Modifying to add details Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p> |
| <p>Skills: In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with frequently used prepositional phrases <input type="checkbox"/> Use prepositional phrases to provide details of time, manner, place, cause, etc., about a familiar activity or process | <p>Skills: Guided by the teacher and with increasing independence...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with prepositional phrases <input type="checkbox"/> Use prepositional phrases to provide details of time, manner, place, cause, etc., about a familiar or new activity or process | <p>Skills: Guided by the teacher and independently...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with prepositional phrases <input type="checkbox"/> Use prepositional phrases to provide details of time, manner, place, cause, etc. |

Grade K
Part II Standard 6

| English Language Proficiency (teach toward the next level) | | |
|---|--|--|
| Connecting and Condensing Ideas | | |
| Emerging | Expanding | Bridging |
| <p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p> | <p>6. Connecting ideas Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) in shared language activities guided by the teacher and with increasing independence.</p> | <p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich) in shared language activities guided by the teacher and independently.</p> |
| <p>Skills: In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> ❑ Combine clauses in a few basic ways to make connections between ideas ❑ Combine clauses in a few basic ways to join ideas ❑ Use words such as <i>and</i>, <i>but</i>, and <i>so</i> to create compound sentences | <p>Skills: Guided by the teacher and with increasing independence...</p> <ul style="list-style-type: none"> ❑ Combine clauses in an increasing variety of ways to make connections between ideas ❑ Combine clauses in an increasing variety of ways to join ideas ❑ Combine clauses to express cause/effect ❑ Create complex sentences ❑ Use words such as <i>because</i> to connect ideas ❑ Use simple past tense verbs when expressing cause/effect | <p>Skills: Guided by the teacher and independently...</p> <ul style="list-style-type: none"> ❑ Combine clauses in a wide variety of ways to make connections between ideas ❑ Combine clauses in a wide variety of ways to join ideas ❑ Rearrange simple sentences to form compound sentences ❑ Use words such as <i>so</i> to connect ideas |

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade K Part II Standard 7

| English Language Proficiency (teach toward the next level) | | |
|---|---|---|
| Connecting and Condensing Ideas | | |
| Emerging | Expanding | Bridging |
| 7. Condensing ideas No standard for kindergarten. | 7. Condensing ideas No standard for kindergarten. | 7. Condensing ideas No standard for kindergarten. |
| Skills: | Skills: | Skills: |