

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 1 Part I Standard 1

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

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 1 Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p><b>2. Interacting via written English</b> Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with teacher and peers on joint writing projects of short informational and short literary texts</li> <li><input type="checkbox"/> Draw and label with a few words</li> <li><input type="checkbox"/> Use technology for publishing where appropriate</li> <li><input type="checkbox"/> Use technology for graphics and the like where appropriate</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with teacher and peers on joint writing projects of longer informational &amp; literary texts</li> <li><input type="checkbox"/> Use technology where appropriate for writing</li> <li><input type="checkbox"/> Use technology for graphics and the like where appropriate</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with teacher and peers on longer joint writing projects of informational &amp; literary texts</li> <li><input type="checkbox"/> Write longer pieces</li> <li><input type="checkbox"/> Using technology where appropriate for publishing</li> <li><input type="checkbox"/> Use technology for graphics and the like where appropriate</li> </ul>

Grade 1  
Part I Standard 3

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

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 1 Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<b>4. Adapting language choices</b> No standard for grade 1.	<b>4. Adapting language choices</b> No standard for grade 1.	<b>4. Adapting language choices</b> No standard for grade 1.
<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 1 Part I Standard 5

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

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 1 Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., plant life cycle), 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><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p>
<p><b>Skills:</b> With substantial support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe ideas</li> <li><input type="checkbox"/> Describe phenomena</li> <li><input type="checkbox"/> Describe text elements</li> <li><input type="checkbox"/> Demonstrate understanding a select set of grade-level texts</li> <li><input type="checkbox"/> Demonstrate understanding of information from viewing of multimedia</li> </ul>	<p><b>Skills:</b> With moderate support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe ideas in greater detail</li> <li><input type="checkbox"/> Describe phenomena in greater detail</li> <li><input type="checkbox"/> Describe text elements in greater detail</li> <li><input type="checkbox"/> Demonstrate understanding a variety of grade-level texts</li> <li><input type="checkbox"/> Demonstrate understanding of information from viewing of multimedia</li> </ul>	<p><b>Skills:</b> With light support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe ideas using key details</li> <li><input type="checkbox"/> Describe phenomena using key details</li> <li><input type="checkbox"/> Describe text elements using key details</li> <li><input type="checkbox"/> Demonstrate understanding a variety of grade-level texts</li> <li><input type="checkbox"/> Demonstrate understanding of information from viewing of multimedia</li> </ul>

Grade 1  
Part I Standard 7

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

Grade 1  
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p><b>8. Analyzing language choices</b> Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience.</p>	<p><b>8. Analyzing language choices</b> Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience.</p>	<p><b>8. Analyzing language choices</b> Distinguish how multiple different words with similar meaning (e.g., big, large, huge, enormous, gigantic) produce shades of meaning and a different effect on the audience.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish how two different frequently used words produce a different effect on the audience</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish how two different words with similar meaning produce shades of meaning</li> <li><input type="checkbox"/> Distinguish how two different words with similar meaning produce different effects on the audience</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish how multiple different words with similar meaning produce shades of meaning</li> <li><input type="checkbox"/> Distinguish how multiple different words with similar meaning produce different effects on the audience</li> </ul>



Grade 1  
Part I Standard 9

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

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 1 Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>10. Writing</b> Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p><b>10. Writing</b> Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence</p>	<p><b>10. Writing</b> Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.</p>
<p><b>Skills:</b> Collaboratively and sometimes independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write very short literary &amp; informational texts</li> <li><input type="checkbox"/> Use familiar vocabulary collaboratively</li> <li><input type="checkbox"/> Use appropriate text structure and organization (e.g. sequence, steps, etc.)</li> </ul>	<p><b>Skills:</b> Collaboratively and with increasing independence...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write short literary &amp; informational texts collaboratively</li> <li><input type="checkbox"/> Use appropriate text structure and organization (e.g. sequence, steps, etc.)</li> </ul>	<p><b>Skills:</b> Collaboratively and independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write short literary &amp; informational texts collaboratively</li> <li><input type="checkbox"/> Use appropriate text structure and organization (e.g. sequence, steps, etc.)</li> </ul>

Grade 1  
Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>11. Supporting opinions</b> 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><b>11. Supporting opinions</b> 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><b>11. Supporting opinions</b> 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><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer opinions</li> <li><input type="checkbox"/> Support opinions by providing good reasons</li> <li><input type="checkbox"/> Support opinions by providing some textual evidence</li> <li><input type="checkbox"/> Support opinions by using relevant background knowledge</li> <li><input type="checkbox"/> Refer to text evidence or content knowledge, etc.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer opinions</li> <li><input type="checkbox"/> Support opinions by providing good reasons</li> <li><input type="checkbox"/> Support opinions by providing some textual evidence</li> <li><input type="checkbox"/> Support opinions by providing relevant background knowledge about the content</li> <li><input type="checkbox"/> Paraphrase examples from the text, etc.</li> <li><input type="checkbox"/> Paraphrase knowledge of content</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer opinions</li> <li><input type="checkbox"/> Support opinions by providing good reasons</li> <li><input type="checkbox"/> Support opinions by providing detailed textual evidence</li> <li><input type="checkbox"/> Support opinions by providing relevant background knowledge about the content</li> <li><input type="checkbox"/> Provide specific examples from the text</li> <li><input type="checkbox"/> Provide specific examples from their knowledge of content</li> </ul>

Grade 1  
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>12. Selecting language resources</b></p> <p>a. Retell texts and recount experiences, using key-words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word scrumptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.</p>	<p><b>12. Selecting language resources</b></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, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.</p>	<p><b>12. Selecting language resources</b></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 (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell text using key words</li> <li><input type="checkbox"/> Recount experience using key-words</li> <li><input type="checkbox"/> Use a select number of general academic words while speaking &amp; writing</li> <li><input type="checkbox"/> Use a select number of domain-specific words while speaking &amp; writing</li> <li><input type="checkbox"/> Use words to add detail when writing or speaking</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell text using complete sentences &amp; key words</li> <li><input type="checkbox"/> Recount experience using complete sentences &amp; key words</li> <li><input type="checkbox"/> Use a growing number of general academic words while speaking &amp; writing</li> <li><input type="checkbox"/> Use a select number of domain-specific words while speaking &amp; writing</li> <li><input type="checkbox"/> Use words to add detail when speaking &amp; writing</li> <li><input type="checkbox"/> Use words to create effect when speaking &amp; writing</li> <li><input type="checkbox"/> Use words to create shades of meaning when speaking &amp; writing</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell text using increasingly detailed complete sentences &amp; key words</li> <li><input type="checkbox"/> Recount experience using increasingly detailed complete sentences &amp; key words</li> <li><input type="checkbox"/> Use a wide variety of general academic words while speaking &amp; writing</li> <li><input type="checkbox"/> Use a wide variety of domain-specific words while speaking &amp; writing</li> <li><input type="checkbox"/> Use synonyms to create an effect, add precision, and/or create shades of meaning</li> <li><input type="checkbox"/> Use antonyms to create an effect, add precision, and/or create shades of meaning</li> </ul>

## ELD Standards Unpacking: A Look at Skills and Language Resources

		<input type="checkbox"/> Use non-literal language to create an effect, add precision, and/or create shades of meaning
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Grade 1  
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p><b>1. Understanding text structure</b> Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p><b>1. Understanding text structure</b> 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 writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently</p>
<p><b>Skills:</b> In shared language activities guided by teacher, with peers, and sometimes independently... Apply understanding of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how different text types are organized to comprehending texts</li> <li><input type="checkbox"/> how different text types are organized when writing</li> <li><input type="checkbox"/> by using text as “mentor text” when writing</li> </ul>	<p><b>Skills:</b> Guided by the teacher with increasing independence... Apply understanding of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how different text types are organized to express ideas</li> <li><input type="checkbox"/> how different text types are organized to comprehending texts</li> <li><input type="checkbox"/> how different text types are organized when writing</li> <li><input type="checkbox"/> use text as “mentor text” when writing</li> </ul>	<p><b>Skills:</b> Guided by the teacher and Independently... Apply understanding of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how different text types are organized predictably</li> <li><input type="checkbox"/> how different text types are organized to comprehending texts</li> <li><input type="checkbox"/> how different text types are organized when writing</li> <li><input type="checkbox"/> use text as “mentor text” when writing</li> </ul>

Grade 1  
Part II Standard 2

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

Grade 1  
Part II Standard 3

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



Grade 1  
Part II Standard 4

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

Grade 1  
Part II Standard 5

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

Grade 1  
Part II Standard 6

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

Grade 1  
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p><b>7. Condensing ideas</b> Condense clauses in simple ways (e.g., changing: I like blue. I like red. I like purple I like blue, red, and purple) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently</p>	<p><b>7. Condensing ideas</b> Condense clauses in a growing number of ways (e.g., through embedded clauses as in, She's a doctor. She saved the animals. She's the doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.</p>	<p><b>7. Condensing ideas</b> Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in She's a doctor. She's amazing. She saved the animals. She's the amazing doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and independently</p>
<p><b>Skills:</b> In shared language activities guided by the teacher and sometimes independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Condense clauses in simple ways</li> <li><input type="checkbox"/> Create precise and detailed sentences</li> <li><input type="checkbox"/> Use words such as <i>and</i> to condense ideas</li> </ul>	<p><b>Skills:</b> Guided by the teacher and with increasing independence...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Condense clauses in a growing number of ways</li> <li><input type="checkbox"/> Embed clauses</li> <li><input type="checkbox"/> Create precise and detailed sentences</li> <li><input type="checkbox"/> Use words and phrases such as <i>that</i> and <i>that is</i> to condense ideas</li> </ul>	<p><b>Skills:</b> Guided by the teacher and independently...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Condense clauses in a variety of ways</li> <li><input type="checkbox"/> Embed clauses</li> <li><input type="checkbox"/> Create precise and detailed sentences</li> <li><input type="checkbox"/> Use words and phrases such as <i>who</i> and <i>that</i> to condense ideas</li> </ul>