

**California Department of Education**  
**English Language Development**  
**Standards for Grade 1**  
 correlated to  
***Hands-On English***  
 Ballard & Tighe

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b> <b>Part I: Interacting in Meaningful Ways</b>	
English Language Development Level Continuum <b>EMERGING</b>	English Language Development Level Continuum <b>EXPANDING</b>
<b>A. Collaborative</b>	
<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>Chapter 1:</b>            L2; L3; L4; L5; L7; L10; English Mat</p> <p><b>Chapter 2:</b>            L1; L2; L3; L5; L6; L9; L10; Capstone Project; Chapter Reflection</p> <p><b>Chapter 3:</b>            L2; L4; L8; L9; L10</p>	<p><b>Chapter 1:</b>            Chapter Reflection</p> <p><b>Chapter 2:</b>            Chapter Reflection</p> <p><b>Chapter 3:</b>            L8; Chapter Reflection</p>

<p><b>Chapter 4:</b> L1; L2</p> <p><b>Chapter 5:</b> L2; L9; L10</p> <p><b>Chapter 6:</b> L1; L2; L4; L6; L8; Chapter Reflection</p> <p><b>Chapter 7:</b> L1; L4</p> <p><b>Chapter 8:</b> L8; L9; L10</p> <p><b>Chapter 9:</b> L2; L3</p> <p><b>Chapter 10:</b> L1; L5; L7; L10</p>	<p><b>Chapter 4:</b> L8; L10; Chapter Reflection</p> <p><b>Chapter 5:</b> Chapter Reflection</p> <p><b>Chapter 6:</b> L9; Chapter Reflection</p> <p><b>Chapter 7:</b> Chapter Reflection</p> <p><b>Chapter 8:</b> L9; L10; Chapter Reflection</p> <p><b>Chapter 9:</b> L3; L6; L7; L9; L10; Chapter Reflection</p> <p><b>Chapter 10:</b> L3; L10; Chapter Reflection</p>
<p><b>2. Interacting via written English</b> Collaborate with the teacher and peers on joint composing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, that using technology where appropriate for publishing, graphics, etc.</p>
<p><b>Chapter 1:</b> L8; EnglishMat</p> <p><b>Chapter 2:</b> L3; L4; L7; L8; EnglishMat</p> <p><b>Chapter 3:</b> L8; Capstone Project; EnglishMat</p>	<p><b>Chapter 4:</b> English Mat</p> <p><b>Chapter 5:</b> L5; L9; English Mat</p> <p><b>Chapter 6:</b> L7; L9; English Mat</p>

<p><b>Chapter 4:</b> L5; Capstone Project; EnglishMat</p> <p><b>Chapter 5:</b> L2; L3; EnglishMat</p> <p><b>Chapter 6:</b> L4; L6; I9; L10; EnglishMat</p> <p><b>Chapter 7:</b> L1; EnglishMat</p> <p><b>Chapter 8:</b> L7; EnglishMat</p> <p><b>Chapter 9:</b> L9; EnglishMat</p> <p><b>Chapter 10:</b> L1; EnglishMat</p>	<p><b>Chapter 7:</b> L1; L3; English Mat</p> <p><b>Chapter 8:</b> L1; L4; L6; L9; English Mat</p> <p><b>Chapter 9:</b> L6; L7; English Mat</p> <p><b>Chapter 10:</b> L2; L6; English Mat</p>
<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, etc.</p>
<p><b>Chapter 3:</b> Chapter Reflection</p> <p><b>Chapter 5:</b> Chapter Reflection</p> <p><b>Chapter 6:</b></p>	<p><b>Chapter 10:</b> Chapter Reflection</p>

<p>Chapter Reflection</p> <p><b>Chapter 8:</b> L9</p> <p><b>Chapter 9:</b> Chapter Reflection</p> <p><b>Chapter 10:</b> Chapter Reflection</p>	
<p><b>4. Adapting language choices</b> No standard for grade 1.</p>	<p><b>4. Adapting language choices</b> No standard grade 1.</p>
<p>English Language Development Level Continuum <b>EMERGING</b></p>	<p>English Language Development Level Continuum <b>EXPANDING</b></p>
<p><b>B. Interpretive</b></p>	
<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>Chapter 1:</b> L5; L8</p> <p><b>Chapter 2:</b> L4; L8</p> <p><b>Chapter 3:</b> L5; L9</p>	<p><b>Chapter 1:</b> L5; L8</p> <p><b>Chapter 2:</b> L4; L8</p> <p><b>Chapter 3:</b> L5; L9</p>

<p><b>Chapter 4:</b> L3; L6</p> <p><b>Chapter 5:</b> L4; L7</p> <p><b>Chapter 6:</b> L4; L8</p> <p><b>Chapter 7:</b> L4; L5; L8</p> <p><b>Chapter 8:</b> L4; L6</p> <p><b>Chapter 9:</b> L1; L5</p> <p><b>Chapter 10:</b> L2; L4</p>	<p><b>Chapter 4:</b> L3; L6</p> <p><b>Chapter 5:</b> L4; L7</p> <p><b>Chapter 6:</b> L4; L6; L8</p> <p><b>Chapter 7:</b> L2; L5; L8</p> <p><b>Chapter 8:</b> L4; L6</p> <p><b>Chapter 9:</b> L1; L5</p> <p><b>Chapter 10:</b> L2; L4</p>
<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>Chapter 1:</b> L5; L8</p> <p><b>Chapter 2:</b> L4; L8</p> <p><b>Chapter 3:</b></p>	<p>Evidence of more advanced language may be possible in this level but independent achievement is not expected.</p>

<p>L5; L9</p> <p><b>Chapter 4:</b></p> <p>L3; L6</p> <p><b>Chapter 5:</b></p> <p>L4; L7</p> <p><b>Chapter 6:</b></p> <p>L4; L8</p> <p><b>Chapter 7:</b></p> <p>L2; L4; L5; L8</p> <p><b>Chapter 8:</b></p> <p>L4; L6</p> <p><b>Chapter 9:</b></p> <p>L1; L5</p> <p><b>Chapter 10:</b></p> <p>L2; L4</p>	
<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>Chapter 3:</b></p> <p>L5</p>	<p><b>Chapter 7:</b></p> <p>L8</p>
<p><b>8. Analyzing language choices</b> Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i>) 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., <i>large</i> versus <i>enormous</i>) produce shades of meaning and a different effect on the audience.</p>

<p style="text-align: center;">English Language Development Level Continuum <b>EMERGING</b></p>	<p style="text-align: center;">English Language Development Level Continuum <b>EXPANDING</b></p>
<b>C. Productive</b>	
<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, etc.).</p>
<p><b>Chapter 1:</b> L8; L9; Capstone Project</p> <p><b>Chapter 2:</b> L7; L8; Capstone Project</p> <p><b>Chapter 3:</b> L5; L6; L10; Capstone Project</p> <p><b>Chapter 4:</b> L5; L9; Capstone Project</p> <p><b>Chapter 5:</b> L4; Capstone Project</p> <p><b>Chapter 6:</b> L10; Capstone Project</p> <p><b>Chapter 7:</b> L6; L8; Capstone Project</p>	<p><b>Chapter 1:</b> Capstone Project</p> <p><b>Chapter 2:</b> Capstone Project</p> <p><b>Chapter 3:</b> Capstone Project</p> <p><b>Chapter 4:</b> Capstone Project</p> <p><b>Chapter 5:</b> Capstone Project</p> <p><b>Chapter 6:</b> Capstone Project</p> <p><b>Chapter 7:</b> Capstone Project</p>

<p><b>Chapter 8:</b> L4; L7; Capstone Project</p> <p><b>Chapter 9:</b> L10; Capstone Project</p> <p><b>Chapter 10:</b> L9; Capstone Project</p>	<p><b>Chapter 8:</b> Capstone Project</p> <p><b>Chapter 9:</b> Capstone Project</p> <p><b>Chapter 10:</b> Capstone Project</p>
<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 informational 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>Chapter 1:</b> L8</p> <p><b>Chapter 2:</b> L8; L9</p> <p><b>Chapter 3:</b> L1; L7; L9; L10</p> <p><b>Chapter 4:</b> L2</p> <p><b>Chapter 5:</b> L9</p> <p><b>Chapter 6:</b> L3; L9</p>	<p><b>Chapter 1:</b> English Mat</p> <p><b>Chapter 2:</b> English Mat</p> <p><b>Chapter 3:</b> English Mat</p> <p><b>Chapter 4:</b> English Mat</p> <p><b>Chapter 5:</b> English Mat</p> <p><b>Chapter 6:</b> English Mat</p>



<p><b>Chapter 8:</b> L4</p> <p><b>Chapter 9:</b> L4; L8</p> <p><b>Chapter 10:</b> L6</p>	<p><b>Chapter 7:</b> English Mat</p> <p><b>Chapter 8:</b> English Mat</p> <p><b>Chapter 9:</b> English Mat</p> <p><b>Chapter 10:</b> English Mat</p>
<p><b>11. Supporting opinions</b> Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) 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>Chapter 8:</b> L9</p> <p><b>Chapter 9:</b> Chapter Reflection</p>	<p><b>Chapter 9:</b> Chapter Reflection</p>
<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences using key words.</p>	<p><b>12. Selecting language resources</b> a) Retell texts and recount experiences, using complete sentences and key words.</p>
<p><b>Chapter 1:</b> L8</p> <p><b>Chapter 4:</b> L3; L7</p> <p><b>Chapter 7:</b></p>	<p><b>Chapter 4:</b> L3; L7</p> <p><b>Chapter 7:</b> L8</p> <p><b>Chapter 9:</b></p>

<p>L8</p> <p><b>Chapter 9:</b></p> <p>L5</p> <p><b>Chapter 10:</b></p> <p>L4</p>	<p>L5</p> <p><b>Chapter 10:</b></p> <p>L4</p>
<p>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.</p>	<p>b) Use a growing number of general academic and domain-specific words in order to add detail, create n effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>prance</i> versus <i>walk</i>) while speaking and writing.</p>
<p><b>Chapter 3:</b></p> <p>L1; L3; L9; L10</p> <p><b>Chapter 5:</b></p> <p>L1; L2; L3; L6; L8; L10</p> <p><b>Chapter 6:</b></p> <p>L5</p> <p><b>Chapter 7:</b></p> <p>L10</p> <p><b>Chapter 8:</b></p> <p>L2; L3; L5; L10; English Mat</p>	<p style="background-color: #cccccc;">[This area is shaded gray and contains no text.]</p>

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts	
Part II: Learning About How English Works	
English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING
<b>A. Structuring Cohesive Texts</b>	
<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 composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>
<p><b>Chapter 4:</b> L7</p> <p><b>Chapter 5:</b> L5; English Mat</p>	

<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>Chapter 4:</b>  L3; L7</p> <p><b>Chapter 5:</b>  L5; English Mat</p> <p><b>Chapter 7:</b>  L8; L9</p> <p><b>Chapter 9:</b>  L5</p> <p><b>Chapter 10:</b>  English Mat</p>	<p><b>Chapter 4:</b>  L3; L7</p> <p><b>Chapter 5:</b>  L5; English Mat</p> <p><b>Chapter 7:</b>  L8; L9</p> <p><b>Chapter 9:</b>  L5</p> <p><b>Chapter 10:</b>  English Mat</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING
<b>B. Expanding &amp; Enriching Ideas</b>	
<p><b>3. Using verbs and verb phrases</b></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 sometimes independence.</p>	<p><b>3. Using verbs and verb phrases</b></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 with increasing independence.</p>
<p><b>Chapter 1:</b> L2; L6</p> <p><b>Chapter 2:</b> L1; L2</p> <p><b>Chapter 6:</b> L3</p> <p><b>Chapter 9:</b> L1; L10</p> <p><b>Chapter 10:</b> L3; L9; L10</p>	<p><b>Chapter 2:</b> L7</p> <p><b>Chapter 8:</b> L2; L10</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>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 with increasing independence.</p>
<p><b>Chapter 8:</b> L8; L10</p>	<p><b>Chapter 8:</b> L8 <b>Chapter 9:</b> L6; L7; English Mat <b>Chapter 10:</b> L8</p>
<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, etc., 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) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.</p>
<p><b>Chapter 5:</b> L1; Chapter Reflection <b>Chapter 10:</b> English Mat</p>	<p><b>Chapter 5:</b> Chapter Reflection <b>Chapter 10:</b> English Mat</p>

<p><b>5. Modifying to add details</b>  Expand sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) 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>Chapter 4:</b>  L4; L10</p> <p><b>Chapter 5:</b>  L7</p> <p><b>Chapter 7:</b>  L3</p> <p><b>Chapter 8:</b>  L7</p> <p><b>Chapter 9:</b>  L4; L8; L9; L10</p>	<p><b>Chapter 7:</b>  L3; L7</p> <p><b>Chapter 8:</b>  English Mat</p> <p><b>Chapter 9:</b>  L4; L8; L10</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING
<b>C. Connecting &amp; Condensing Ideas</b>	
<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., <i>She jumped because the dog barked.</i>), in shared language activities guided by the teacher and with increasing independence.</p>
<p><b>Chapter 5:</b> L8</p> <p><b>Chapter 6:</b> L2; L7</p>	<p><b>Chapter 8:</b> L3; L7; L9</p>
<p><b>7. Condensing ideas</b> Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple -&gt; I like blue, red, and purple.</i>) 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, <i>She's a doctor. She saved the animals. -&gt; She's the doctor who saved the animals.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.</p>
<p><b>Chapter 6:</b> L2</p>	