California English Language Development

Grade 1

Adopted 2012

Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

   Em. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases. ELD.PI.1.1.EM

   Ex. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. ELD.PI.1.1.EX

   Br. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. ELD.PI.1.1.BR

2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

   Em. 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. ELD.PI.1.2.EM

   Ex. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.1.2.EX

   Br. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. ELD.PI.1.2.BR

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3. Offering and supporting opinions and negotiating with others in communicative exchanges

   Em. Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor. ELD.PI.1.3.EM

   Ex. Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on. ELD.PI.1.3.EX

   Br. Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on. ELD.PI.1.3.BR

B. Interpretive (comprehension and analysis of written and spoken texts)

5. Listening actively to spoken English in a range of social and academic contexts

   Em. Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support. ELD.PI.1.5.EM

   Ex. Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support. ELD.PI.1.5.EX

   Br. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. ELD.PI.1.5.BR

6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

   Em. 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. ELD.PI.1.6.EM

   Ex. 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. ELD.PI.1.6.EX

   Br. 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. ELD.PI.1.6.BR

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7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area

   Em. 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. ELD.PI.1.7.EM

   Ex. 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. ELD.PI.1.7.EX

   Br. 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. ELD.PI.1.7.BR

8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

   Em. Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience. ELD.PI.1.8.EM

   Ex. Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience. ELD.PI.1.8.EX

   Br. 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. ELD.PI.1.8.BR

C. **Productive (creation of oral presentations and written texts)**

9. Expressing information and ideas in formal oral presentations on academic topics

   Em. Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture). ELD.PI.1.9.EM

   Ex. 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). ELD.PI.1.9.EX

   Br. 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). ELD.PI.1.9.BR

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10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

    Em. 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. ELD.PI.1.10.EM

    Ex. 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. ELD.PI.1.10.EX

    Br. 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. ELD.PI.1.10.BR

11. Supporting own opinions and evaluating others' opinions in speaking and writing

    Em. Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge. ELD.PI.1.11.EM

    Ex. Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content). ELD.PI.1.11.EX

    Br. Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content). ELD.PI.1.11.BR

12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

    Em. Retell texts and recount experiences, using key words. ELD.PI.1.12A.EM

    Em. 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. ELD.PI.1.12B.EM

    Ex. Retell texts and recount experiences, using complete sentences and key words. ELD.PI.1.12A.EX

    Ex. 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. ELD.PI.1.12B.EX

    Br. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. ELD.PI.1.12A.BR

    Br. 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. ELD.PI.1.12B.BR

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Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure

   Em. 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. ELD.PII.1.1.EM

   Ex. 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. ELD.PII.1.1.EX

   Br. 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. ELD.PII.1.1.BR

2. Understanding cohesion

   Em. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one day, after, then) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently. ELD.PII.1.2.EM

   Ex. Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence. ELD.PII.1.2.EX

   Br. 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. ELD.PII.1.2.BR

B. Expanding and Enriching Ideas

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3. Using verbs and verb phrases

   Em. 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 independently. ELD.PII.1.3A.EM

   Em. 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 sometimes independently. ELD.PII.1.3B.EM

   Ex. 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. ELD.PII.1.3A.EX

   Ex. 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. ELD.PII.1.3B.EX

   Br. 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. ELD.PII.1.3A.BR

   Br. 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. ELD.PII.1.3B.BR

4. Using nouns and noun phrases

   Em. 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. ELD.PII.1.4.EM

   Ex. 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. ELD.PII.1.4.EX

   Br. 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. ELD.PII.1.4.BR

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5. Modifying to add details

   Em. 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. ELD.PII.1.5.EM

   Ex. 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. ELD.PII.1.5.EX

   Br. 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. ELD.PII.1.5.BR

C. Connecting and Condensing Ideas

6. Connecting ideas

   Em. Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently. ELD.PII.1.6.EM

   Ex. 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 because the dog barked), in shared language activities guided by the teacher and with increasing independence. ELD.PII.1.6.EX

   Br. 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. ELD.PII.1.6.BR

7. Condensing ideas

   Em. 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. ELD.PII.1.7.EM

   Ex. 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. ELD.PII.1.7.EX

   Br. 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. ELD.PII.1.7.BR