

ELA/ELD Standards Correlation Matrix for ELD Materials Grade 1 Reading

The English–Language Arts (ELA) Standards required for the one hour of English-Language Development (ELD) Materials are listed in Appendix 9-A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the English-Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Publisher Pearson

Program Title Pearson California Language Central: ELD

ELA Standards Grade 1 Reading	ELD Standards Reading Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Word Analysis, Fluency and Systematic Vocabulary Development</p> <p>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p><i>Concepts About Print</i></p> <p>1.1 Match oral words to printed words.</p> <p>1.2 Identify the title and author of a reading selection.</p> <p>1.3 Identify letters, words, and sentences.</p> <p><i>Phonemic Awareness</i></p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>1.5 Distinguish long- and short-vowel sounds in</p>	<p>Word Analysis</p> <p>B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</p> <p><i>Fluency and Systematic Vocabulary Development</i></p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes,</p>	<p>Word Analysis</p> <p>E11. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/,/j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p>	<p>Word Analysis</p> <p>I1. Pronounce most English phonemes correctly while reading aloud.</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/,/j, d, j/).</p> <p>Grade One: Phonemic Awareness</p> <p>1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and say a</p>	<p>Word Analysis</p> <p>EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>English-Language Arts Content Standards Kindergarten: Phonemic Awareness</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted,</p>	<p>ELA 1.1, ELD EI1: Language Central SE/TE, 24, 106, 177</p> <p>ELA 1.2, ELD I1.1: Language Central SE/TE, 77</p> <p>ELA 1.3, ELD EI3: Language Central SE/TE, R7a, R13a, R13, R19a, R37a, R40, 28, 34, 62, 63b, 195</p> <p>ELA 1.4, ELD EI1.4: Language Central SE/TE, R7b, 31a, 37a, 101a, 106d, 131b, 157b, 189a, 189b</p> <p>ELA 1.5, ELD I1.5: Language Central SE/TE, 25a, 31a, 37a, 75a, 81a, 87a, 139a, 145a</p>	<p>ELA 1.1, ELD EI1: Language Central SE/TE 62, 131, 195a</p> <p>ELA 1.2, ELD I1.1: Language Central SE/TE, 89</p> <p>ELA 1.3, ELD EI3: Language Central SE/TE, R6, R31, 24, 25a, 31b, 40, 46, 52, 145a</p> <p>ELA 1.4, ELD EI1.4: Language Central SE/TE, 25b, 49b, 55b, 75b, 145a, 183a, 195a</p> <p>ELA 1.5, ELD I1.5: Language Central SE/TE, 49a, 55a, 69a, 151a, 157a, 188c</p>

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<p>orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p><i>Decoding and Word Recognition</i></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come,</i></p>	<p>foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>	<p>Grade One: Phonemic Awareness</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>EI2. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., <i>a</i> in <i>cat</i> and final consonants).</p>	<p>series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i>; /f/l/a/t/ = <i>flat</i>).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i>; /s/p/l/a/t/ = <i>splat</i>; /r/i/ch/ = <i>rich</i>).</p> <p>I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards Grade Two: Decoding and Word Recognition</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p>	<p>or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p> <p>Grade Two</p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when</p>	<p>ELA 1.6, ELD I1.6: Language Central SE/TE, 69a, 75a, 101a</p> <p>ELA 1.7, ELD I1.7: Language Central SE/TE, 49a, 75a, 144d, 207b</p> <p>ELA 1.8, ELD I1.8: Language Central SE/TE, 24, 48, 100</p> <p>ELA 1.9, ELD I1.9: Language Central SE/TE, R6, R12, R24, 25a</p> <p>ELA 1.10, ELD EA1.10: Language Central SE/TE, 25a, 25b, 31a, 37a, 42, 63a, 100, 107a, 194</p> <p>ELA 1.11, ELD EA1.11: Language Central SE/TE, R13, 207a, 139a</p>	<p>ELA 1.6, ELD I1.6: Language Central SE/TE, 69b, 107a, 145a</p> <p>ELA 1.7, ELD I1.7: Language Central SE/TE, R31a, 81a, 177a, 207a</p> <p>ELA 1.8, ELD I1.8: Language Central SE/TE, 62, 107a, 188</p> <p>ELA 1.9, ELD I1.9: Language Central SE/TE, R7a, 24, 118</p> <p>ELA 1.10, ELD EA1.10: Language Central SE/TE, 24, 49b, 62, 75b, 106, 119a, 156, 157b, 207b</p> <p>ELA 1.11, ELD EA1.11: Language Central SE/TE, R19a, 31a, 163</p>

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<p><i>give, of).</i></p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>			<p>13. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p>Grade One</p> <p>1.1 Match spoken words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p>	<p>reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>EA2. Recognize sound/symbol relationship and basic word-</p>	<p>ELA 1.12, ELD EA1.12: Language Central SE/TE, 113b, 119b, 125a, 139a, 177a, 189a, 195a</p> <p>ELA 1.13, ELD EA1.13: Language Central SE/TE, 80c, 81b, 101b, 125b, 134, 162d, 163a, 189b</p> <p>ELA 1.14, ELD EA1.14: Language Central SE/TE, R37b, 37b, 43a, 43b, 86, 87b, 119a, 131a, 169a</p> <p>ELA 1.15, ELD EA1.15: Language Central SE/TE, 75a, 81a, 87a</p> <p>ELA 1.16, ELD EA1.16: Language Central SE/TE, R25a, 37a, 55a</p>	<p>ELA 1.12, ELD EA1.12: Language Central SE/TE, R7a, R31a, 101a, 145a, 151a, 201a, 201b</p> <p>ELA 1.13, ELD EA1.13: Language Central SE/TE, R7a, R31, 124d, 130d, 130-131a, 183a</p> <p>ELA 1.14, ELD EA1.14: Language Central SE/TE, R36, 3, 25a, 50, 64, 110, 113a, 122, 162d, 164, 168, 172, 182, 200</p> <p>ELA 1.15, ELD EA1.15: Language Central SE/TE, 101a, 107a, 189a</p> <p>ELA 1.16, ELD EA1.16: Language Central SE/TE, 37, 63a, 177a</p>

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				<p>formation rules in phrases, simple sentences, or simple text.</p> <p>English-Language Arts Content Standards Kindergarten: Decoding and Word Recognition</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p>Grade One: Decoding and Word Recognition</p> <p>1.10 Generate the sounds from all the letters and</p>		

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				<p>letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter- sounds associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite -ate</i>).</p>		

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
				1.16 Read aloud with fluency in a manner that sounds like natural speech.		
<p><i>Vocabulary and Concept Development</i></p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games.</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p>B4. Demonstrate comprehension of simple vocabulary with</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</p> <p>EI4. Read simple vocabulary, phrases, and sentences independently.</p> <p>EI5. Read aloud an increasing number of English words.</p> <p>EI6. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>I5. Use decoding skills to read more complex words independently.</p> <p>English-Language Arts Content Standards Grade One</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>I6. Use more complex vocabulary and sentences to communicate needs and express ideas in</p>	<p>Fluency and Systematic Vocabulary Development</p> <p>EA3. Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.</p> <p>EA4. Use simple prefixes and suffixes when they are attached to known vocabulary.</p> <p>English-Language Arts Content Standards Grade Two</p> <p>1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i>).</p> <p>EA5. Use decoding skills and knowledge of academic and social vocabulary</p>	<p>ELA 1.17, ELD I1.17: Language Central SE/TE, 115, 126, 127</p>	<p>ELA 1.17, ELD I1.17: Language Central SE/TE, R11, R12, 53</p>

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	<u>Beginning</u>	<u>Early Intermediate</u>	<u>Intermediate</u>	<u>Early Advanced</u>		
	<p>an appropriate action.</p> <p>B5. Retell simple stories by using drawings, words, or phrases.</p> <p>B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p>		<p>a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p>English-Language Arts Content Standards Kindergarten</p> <p>1.18 Describe common objects and events in both general and specific language.</p> <p>17. Apply knowledge of content-related vocabulary to discussions and reading.</p> <p>18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).</p>	to begin independent reading.		
<p>2.0 Reading Comprehension</p> <p>Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential</p>	<p>Reading Comprehension</p> <p>B7. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching</p>	<p>Reading Comprehension</p> <p>E17. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p>	<p>Reading Comprehension</p> <p>I9. Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</p>	<p>Reading Comprehension</p> <p>EA6. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences</p>	<p>ELA 2.1, ELD B11: Language Central SE/TE, R21, 83, 103, 120, 185</p> <p>ELA 2.2, ELD E17: Language Central SE/TE, R9, 27, 107, 121</p>	<p>ELA 2.1, ELD B11: Language Central SE/TE, R20, R33, 184</p> <p>ELA 2.2, ELD E17: Language Central SE/TE, R7, 62, 119</p>

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<p>questions, making predictions, comparing information from several sources). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.</p> <p><i>Structural Features of Informational Materials</i></p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.2 Respond to <i>who, what, when, where, and how</i> questions.</p>	<p>objects, pointing to an answer, drawing pictures).</p> <p>B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions.</p> <p>B9. Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies).</p> <p>B10. Understand and follow simple one-step directions for classroom activities.</p> <p>B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud.</p>	<p>EI8. Draw and label pictures related to a story topic or one’s own experience.</p> <p>EI9. Understand and follow simple two-step directions for classroom activities.</p> <p>EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud.</p> <p>EI11. Draw logical inferences from a story read aloud.</p>	<p>I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p>I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p>I12. Write captions or phrases for drawings related to a story.</p> <p>I13. Understand and follow some multiple-step directions for classroom-related activities.</p>	<p>about the text.</p> <p>EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.</p> <p>EA8. Write a brief summary (three or four complete sentences) of a story.</p> <p>EA9. Read and use basic text features, such as the title, table of contents, and chapter headings.</p> <p>EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.</p>	<p>ELA 2.3, ELD B10: Language Central SE/TE, R8, 40, 185</p> <p>ELA 2.4, ELD EA6: Language Central SE/TE, R27, 37, 43, 49</p> <p>ELA 2.5, ELD I11: Language Central SE/TE, 71, 80d, 83, 121</p> <p>ELA 2.6, ELD B7: Language Central SE/TE, R18, 63, 141</p> <p>ELA 2.7, ELD EA6: Language Central SE/TE, R31, 45</p>	<p>ELA 2.3, ELD B10: Language Central SE/TE, 64, 104, 142</p> <p>ELA 2.4, ELD EA6: Language Central SE/TE, 63, 75, 201b</p> <p>ELA 2.5, ELD I11: Language Central SE/TE, 70, 82, 120</p> <p>ELA 2.6, ELD B7: Language Central SE/TE, 26, 75, 203</p> <p>ELA 2.7, ELD EA6: Language Central SE/TE, 51, 65, 100</p>

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	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>2.3 Follow one-step written instructions.</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p>						

ELA Standards Grade 1 Writing	ELD Standards Writing Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Writing Strategies</p> <p>Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p> <p><i>Organization and Focus</i></p>	<p>Writing Strategies</p> <p>B2. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</p> <p>B3. Write a few words or phrases about an event or character from a</p>	<p>Writing Strategies</p> <p>EI1. Write simple sentences about events or characters from familiar stories read aloud by the teacher.</p> <p>EI2. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the</p>	<p>Writing Strategies</p> <p>I1. Write short narrative stories that include the elements of setting and characters.</p> <p>I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>Writing Strategies</p> <p>EA1. Write short narratives that include elements of setting, characters, and events.</p> <p>EA2. Proceed through the writing process to write short paragraphs that maintain a</p>	<p>ELA 1.1, ELD EI3: Language Central SE/TE, 29, 85, 105, 181</p> <p>ELA 1.2, ELD EA4: Language Central SE/TE, 38, 88, 179</p>	<p>ELA 1.1, ELD EI3: Language Central SE/TE, 117, 129, 143</p> <p>ELA 1.2, ELD EA4: Language Central SE/TE, 95, 117, 196, 208</p>

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<p>1.1 Select a focus when writing.</p> <p>1.2 Use descriptive words when writing.</p>	<p>story read by the teacher.</p> <p>B4. Write a phrase or simple sentence about an experience generated from a group story.</p>	<p>week, and months (e.g., “Today is Tuesday”).</p> <p>EI3. Write one to two simple sentences (e.g., “I went to the park”).</p>	<p>I3. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</p> <p>I4. Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p>	<p>consistent focus.</p> <p>EA3. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</p> <p>EA5. Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed).</p>		
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</p> <p>Using the writing</p>			<p>I5. Write a friendly letter of a few lines.</p>	<p>EA4. Write a formal letter.</p>	<p>ELA 2.1, ELD EA1: Language Central SE/TE, 105, 111, 149, 187</p> <p>ELA 2.2, ELD I3: Language Central SE/TE, 88, 95, 129, 158</p>	<p>ELA 2.1, ELD EA1: Language Central SE/TE, 73, 143, 181</p> <p>ELA 2.2, ELD I3: Language Central SE/TE, 79, 102, 135, 148</p>

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<p>strategies of grade one outlined in Writing Standard 1.0, students:</p> <p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p>						

ELA Standards Grade 1 Listening and Speaking	ELD Standards Listening and Speaking Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>1.0 Listening and Speaking Strategies</p> <p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p> <p><i>Comprehension</i></p> <p>1.1 Listen Attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.3 Give, restate, and</p>	<p>Strategies and Applications</p> <p>B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary grammatical forms (e.g., single words or phrases).</p> <p>B2. Answer simple questions with one- to -two-word responses.</p>	<p>Strategies and Applications</p> <p>EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>EI2. Ask and answer questions by using phrases or simple sentences.</p> <p>EI3. Retell familiar stories and short</p>	<p>Strategies and Applications</p> <p>I1. Ask and answer instructional questions by using simple sentences.</p> <p>I2. Listen attentively to stories and information, and identify important details and concepts by using both verbal and nonverbal responses.</p> <p>I3. Make oneself understood when speaking by using consistent standard English grammatical</p>	<p>Strategies and Applications</p> <p>EA1. Listen attentively to stories and information, and orally identify key details and concepts.</p> <p>EA2. Retell stories in greater detail by including characters, setting and plot.</p> <p>EA3. Make oneself understood when speaking by</p>	<p>ELA 1.1, ELD EA1: Language Central SE/TE, 63, 113, 183</p> <p>ELA 1.2, ELD EA6: Language Central SE/TE, 30d, 76</p> <p>ELA 1.3, ELD B3: Language Central SE/TE, 86d, 180, 206d</p>	<p>ELA 1.1, ELD EA1: Language Central SE/TE, 25, 169, 180</p> <p>ELA 1.2, ELD EA6: Language Central SE/TE, 30d, 68d, 200d</p> <p>ELA 1.3, ELD B3: Language Central SE/TE, 105, 143, 211</p>

<p>follow simple two-step directions</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>1.4 Stay on the topic when speaking.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p> <p>2.2 Retell stories using basic story grammar and</p>	<p>B3. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>B4. Independently use common social greetings and simple repetitive phrases (e.g., “Thank you”, “You’re welcome”).</p>	<p>conversations by using appropriate gestures, expressions, and illustrative objects.</p> <p>E14. Orally communicate basic needs (e.g., “May I get a drink?”).</p> <p>E15. Recite familiar rhymes, songs, and simple stories.</p>	<p>forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>14. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>15. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing</p>	<p>using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</p> <p>EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</p> <p>EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</p> <p>EA6. Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).</p>	<p>ELA 1.4, ELD EA5: Language Central SE/TE, 44, 165, 187</p> <p>ELA 1.5, ELD I5: Language Central SE/TE, R8, 38, 88, 94, 115</p> <p>ELA 2.1, ELD EA5: Language Central Transparency, 9, 18; Language Central Song Book 22, 34</p> <p>ELA 2.2, ELD EA2: Language Central SE/TE, 109, 184</p> <p>ELA 2.3, ELD EA2: Language Central SE/TE, 82, 102, 120</p> <p>ELA 2.4, ELD EA2: Language Central SE/TE, 24d, 65, 159</p>	<p>ELA 1.4, ELD EA5: Language Central SE/TE, 132, 176, 200d</p> <p>ELA 1.5, ELD I5: Language Central SE/TE, R14, R34, 32, 105</p> <p>ELA 2.1, ELD EA5: Language Central SE/TE, 101b; Language Central Transparency 12, 13, 18</p> <p>ELA 2.2, ELD EA2: Language Central SE/TE, 82, 164, 189</p> <p>ELA 2.3, ELD EA2: Language Central SE/TE, 107, 132, 170</p> <p>ELA 2.4, ELD EA2: Language Central SE/TE, 88, 94</p>
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<p>relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions.</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p>						
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ELA Standards Grade 1 Writing	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
<p>Written and Oral English Language Conventions</p> <p>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><i>Sentence Structure</i></p> <p>1.1 Write and speak in complete, coherent sentences.</p> <p><i>Grammar</i></p> <p>1.2 Identify and correctly use singular and plural nouns.</p> <p>1.3 Identify and correctly use contractions (e.g.,</p>	<p>English Language Conventions</p> <p>B5. Use capitalization when writing one's own name.</p>	<p>English Language Conventions</p> <p>EI4. Use capitalization to begin sentences and for proper nouns.</p> <p>EI5. Use a period or question mark at the end of a sentence.</p> <p>EI6. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.</p>	<p>English Language Conventions</p> <p>I6. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p> <p>I7. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).</p>	<p>English Language Conventions</p> <p>EA6. Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.</p> <p>EA7. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).</p> <p>EA8. Edit writing to check some of the mechanics of writing (e.g., capitalization and periods).</p>	<p>ELA 1.1, ELD EA7: Language Central SE/TE, 29, 103, 211</p> <p>ELA 1.2, ELD Reading EA1.5: Language Central SE/TE, R10, R16, 90</p> <p>ELA 1.3, ELD Reading EA 1.13: Language Central SE/TE, 81b, 125b, 134</p> <p>ELA 1.4, ELD Reading I1.3: Language Central SE/TE, 186</p>	<p>ELA 1.1, ELD EA7: Language Central SE/TE, R40, 107, 132, 189</p> <p>ELA 1.2, ELD Reading EA1.5: Language Central SE/TE, 66, 72, 96</p> <p>ELA 1.3, ELD Reading EA1.13: Language Central SE/TE, 124d, 130d, 210</p> <p>ELA 1.4, ELD Reading I1.3: Language Central SE/TE, 52, 58, 76, 180, 192</p>

ELA Standards Grade 1 Writing	ELD Standards English-Language Conventions Grades K-2				Primary Citations	Supporting Citations
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<p><i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking.</p> <p><i>Punctuation</i></p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</p> <p><i>Capitalization</i></p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p><i>Spelling</i></p> <p>1.8 spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p>				<p>English–Language Arts Content Standards</p> <p>Grade One: Spelling</p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>Grade Two:</p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p>	<p>ELA 1.5, ELD EI5: Language Central SE/TE, 52, 58, 180, 186</p> <p>ELA 1.6, ELD EI6: Language Central SE/TE, 52, 78, 84, 180, 192</p> <p>ELA 1.7, ELD EI4: Language Central SE/TE, R28, 52, 192, 72, 84</p> <p>ELA 1.8, ELD EA1.8: Language Central SE/TE, 49a</p>	<p>ELA 1.5, ELD EI5: Language Central SE/TE, R28, 28, 188d, 192, 202</p> <p>ELA 1.6, ELD EI6: Language Central SE/TE, R28, 28, 72, 180, 186, 204</p> <p>ELA 1.7, ELD EI4: Language Central SE/TE, 28, 58, 78, 200d, 204</p> <p>ELA 1.8, ELD EA1.8: Language Central SE/TE, R7a, 25a, 55a, 182d</p>