Grade 1

Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.1.1, 6; L.1.1, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.1.6; L.1.1, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.1.1, 6; L.1.1, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• Not applicable at grade 1

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.1.1–3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.1.1–7, 9, 10; RI.1.1–7, 9–10; SL.1.2–3; L.1.4, 6
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	• RL.1.3–4, 6; RI.1.2, 6, 8; L.1.4–6
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	• RL.1.4–5; RI.1.4; L.1.4–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.1.4–6; L.1.1, 6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.1.1–3, 5–8; L.1.1–2, 6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.1.1; SL.1.4, 6; L.1.1–2, 6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.1.5; SL.1.4, 6; L.1.1, 5–6
Part II: Learning About How English Works	**Corresponding CA CCSS for ELA/Literacy**
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.1.5; RI.1.5; W.1.1–3, 5; SL.1.4
2. Understanding cohesion	• RL.1.5; RI.1.5; W.1.1–3, 5; SL.1.4; L.1.1
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.1.5; SL.1.6; L.1.1, 6
4. Using nouns and noun phrases	• W.1.5; SL.1.6; L.1.1, 6
5. Modifying to add details	• W.1.5; SL.1.4, 6; L.1.1, 6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.1.1–3, 5; SL.1.4, 6; L.1.1, 6
7. Condensing ideas	• W.1.1–3, 5; SL.1.4, 6; L.1.1, 6
Part III: Using Foundational Literacy Skills	• RF.K-1.1–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.1.1, 6; L.1.1, 6 2. W.1.6; L.1.1, 6 3. SL.1.1, 6; L.1.1, 6 4. Not applicable at grade 1 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**	*1. Exchanging information and ideas* Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases. *2. Interacting via written English* 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. *3. Offering opinions* 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. *4. Adapting language choices* No standard for grade 1.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. *2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* 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. *4. Adapting language choices* No standard for grade 1.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. *2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* 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. *4. Adapting language choices* No standard for grade 1.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.1.1–3 6. RL.1.1–7, 9, 10; RI.1.1–7, 9–10; SL.1.2–3; L.1.4, 6 7. RL.1.3–4, 6; RI.1.2, 6, 8; L.1.4–6 8. RL.1.4–5; RI.1.4; L.1.4–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater); poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	**5. Listening actively** 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. **6. Reading/viewing closely** 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. **7. Evaluating language choices** 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. **8. Analyzing language choices** Distinguish how two different frequently used words (e.g., *large* versus *small*) produce a different effect on the audience.	**5. Listening actively** Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support. **6. Reading/viewing closely** 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. **7. Evaluating language choices** 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. **8. Analyzing language choices** Distinguish how two different words with similar meaning (e.g., *large* versus *enormous*) produce shades of meaning and a different effect on the audience.	**5. Listening actively** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. **6. Reading/viewing closely** 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. **7. Evaluating language choices** 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. **8. Analyzing language choices** 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.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.1.4–6; L.1.1, 6 10. W.1.1–3, 5-8; L.1.1–2, 6 11. W.1.1; SL.1.4, 6; L.1.1–2, 6 12. W.1.5; SL.1.4, 6; L.1.1, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture). *10. Writing* 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. *11. Supporting opinions* Offer opinions and provide good reasons (e.g., *My favorite book is X because X*) referring to the text or to relevant background knowledge. *12. Selecting language resources* a. Retell texts and recount experiences, using key words. 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.	*9. Presenting* Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like). *10. Writing* 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. *11. Supporting opinions* Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content). *12. Selecting language resources* a. Retell texts and recount experiences, using complete sentences and key words. 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.	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment). *10. Writing* 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. *11. Supporting opinions* Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content). *12. Selecting language resources* a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. 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.

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.1.5; RI.1.5; W.1.1–3, 5; SL.1.4 2. RL.1.5; RI.1.5; W.1.1–3, 5; SL.1.4; L.1.1 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending 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. *2. Understanding cohesion* Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one day, after, then*) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence. *2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *a long time ago, suddenly*) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	*1. Understanding text structure* 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. *2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, first/ second/third*) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.1.5; SL.1.6; L.1.1, 6 4. W.1.5; SL.1.6; L.1.1, 6 5. W.1.5; SL.1.4, 6; L.1.1, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas** *3. Using verbs and verb phrases* 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 independently. 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 sometimes independently. *4. Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently. *5. Modifying to add details* Expand sentences with frequently used prepositional phrases (such as *in the house, on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	*3. Using verbs and verb phrases* 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. 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. *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) 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. *5. Modifying to add details* Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	*3. Using verbs and verb phrases* a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently. *4. Using nouns and noun phrases* Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently. *5. Modifying to add details* Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.1.1–3, 5; SL.1.4, 6; L.1.1, 6 7. W.1.1–3, 5; SL.1.4, 6; L.1.1, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas** *6. Connecting ideas* 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. *7. Condensing ideas* 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.	*6. Connecting ideas* 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. *7. Condensing ideas* 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.	*6. Connecting ideas* 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. *7. Condensing ideas* 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.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).