ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
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.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
Skills: ❏ Contribute to conversations ❏ Express ideas ❏ Ask *yes-no* and *wh-* questions ❏ Answer *yes-no* and *wh-* questions ❏ Respond by gestures, pointing, using words, or short phrases	*Skills:* ❏ Contribute to class discussions ❏ Contribute to group discussions ❏ Contribute to partner discussions ❏ Listen attentively ❏ Follow turn-taking rules ❏ Ask questions ❏ Answer questions	*Skills:* ❏ Contribute to class discussions ❏ Contribute to group discussions ❏ Contribute to partner discussions ❏ Follow turn-taking rules ❏ Ask questions ❏ Answer questions

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
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.	*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.	*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.
Skills: ❏ Collaborate with teacher and peers on joint writing projects of short informational and short literary texts ❏ Draw and label with a few words ❏ Use technology for publishing where appropriate ❏ Use technology for graphics and the like where appropriate	*Skills:* ❏ Collaborate with teacher and peers on joint writing projects of longer informational & literary texts ❏ Use technology where appropriate for writing ❏ Use technology for graphics and the like where appropriate	*Skills:* ❏ Collaborate with teacher and peers on longer joint writing projects of informational & literary texts ❏ Write longer pieces ❏ Using technology where appropriate for publishing ❏ Use technology for graphics and the like where appropriate

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
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.	***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.	***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.
Skills: ❏ Offer opinions in conversations ❏ Offer ideas in conversations ❏ Use small set of learned phrases (e.g., *I like X, I think X*) ❏ Use open responses in conversations ❏ Use responses to gain and/or hold the floor	*Skills:* ❏ Offer opinions in conversations ❏ Negotiate understanding with others in conversation ❏ Use an expanded set of learned phrases in conversations (e.g., *I think/don't think X, I agree with X*) ❏ Use open responses in conversations ❏ Use responses to gain and/or hold the floor ❏ Use responses to elaborate on an idea	*Skills:* ❏ Offer opinions in conversations ❏ Negotiate with others in conversations ❏ Use an expanded set of learned phrases in conversations *I think/don't think X. I agree with X but…)* ❏ Use connecting words to join ideas *(and...but… etc.)* ❏ Use open responses in conversations to gain and/or hold the floor ❏ Add information to an idea ❏ Use responses to elaborate on an idea ❏ Use responses to provide different opinions

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Grade 1
Part I Standard 4

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

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
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.	*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.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.
Skills: With oral sentence frames & substantial prompting and support… ❏ Demonstrate active listening to read-alouds ❏ Demonstrate active listening to oral presentations ❏ Ask *yes/no* and *wh-* questions about the presentation and/or read-aloud ❏ Answer *yes/no* and *wh-* questions about the presentation and/or read-aloud	*Skills:* With oral sentence frames and occasional prompting and support… ❏ Demonstrate active listening to read-alouds ❏ Demonstrate active listening to oral presentations ❏ Ask questions ❏ Answer questions	*Skills:* With minimal prompting and light support… ❏ Demonstrate active listening to read-alouds ❏ Demonstrate active listening to oral presentations ❏ Ask detailed questions ❏ Answer detailed questions

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Grade 1
Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
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.	*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.	*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.
Skills: With substantial support… ❑ Describe ideas ❑ Describe phenomena ❑ Describe text elements ❑ Demonstrate understanding a select set of grade-level texts ❑ Demonstrate understanding of information from viewing of multimedia	*Skills:* With moderate support… ❑ Describe ideas in greater detail ❑ Describe phenomena in greater detail ❑ Describe text elements in greater detail ❑ Demonstrate understanding a variety of grade-level texts ❑ Demonstrate understanding of information from viewing of multimedia	*Skills:* With light support… ❑ Describe ideas using key details ❑ Describe phenomena using key details ❑ Describe text elements using key details ❑ Demonstrate understanding a variety of grade-level texts ❑ Demonstrate understanding of information from viewing of multimedia

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Grade 1
Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
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.	***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.	***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.
Skills: With prompting & substantial support… ❏ Use words and phrases to describe the language writers use to present an idea	*Skills:* With prompting & moderate support… ❏ Describe the language writers use to present an idea ❏ Describe the language writers/speakers use to support an idea	*Skills:* With prompting and light support… ❏ Describe how writers use language to present an idea ❏ Describe how writers use language to support an idea

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Grade 1
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
8. Analyzing language choices Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience.	*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.	*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.
Skills: ❏ Distinguish how two different frequently used words produce a different effect on the audience	*Skills:* ❏ Distinguish how two different words with similar meaning produce shades of meaning ❏ Distinguish how two different words with similar meaning produce different effects on the audience	*Skills:* ❏ Distinguish how multiple different words with similar meaning produce shades of meaning ❏ Distinguish how multiple different words with similar meaning produce different effects on the audience

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Grade 1
Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
9. Presenting Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	*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).	*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).
Skills: ❏ Plan very brief oral presentations ❏ Deliver very brief oral presentations ❏ Use simple phrases and sentences	*Skills:* ❏ Plan brief oral presentations on a variety of topics ❏ Use simple sentences ❏ Deliver brief oral presentations on a variety of topics ❏ Recount an experience ❏ Describe an object ❏ Show and tell about a familiar object	*Skills:* ❏ Plan longer oral presentations on a variety of topics and content areas ❏ Deliver longer oral presentations on a variety of topics and content areas ❏ Include details and longer sentences using connecting words (because, then, etc.) ❏ Retell a story in order ❏ Recount, describe, etc.

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Grade 1
Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
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.	*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	*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.
Skills: Collaboratively and sometimes independently... ❏ Write very short literary & informational texts ❏ Use familiar vocabulary collaboratively ❏ Use appropriate text structure and organization (e.g. sequence, steps, etc.)	*Skills:* Collaboratively and with increasing independence… ❏ Write short literary & informational texts collaboratively ❏ Use appropriate text structure and organization (e.g. sequence, steps, etc.)	*Skills:* Collaboratively and independently… ❏ Write short literary & informational texts collaboratively ❏ Use appropriate text structure and organization (e.g. sequence, steps, etc.)

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
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.	***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).	***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).
Skills: ❏ Offer opinions ❏ Support opinions by providing good reasons ❏ Support opinions by providing some textual evidence ❏ Support opinions by using relevant background knowledge ❏ Refer to text evidence or content knowledge, etc.	***Skills:*** ❏ Offer opinions ❏ Support opinions by providing good reasons ❏ Support opinions by providing some textual evidence ❏ Support opinions by providing relevant background knowledge about the content ❏ Paraphrase examples from the text, etc. ❏ Paraphrase knowledge of content	***Skills:*** ❏ Offer opinions ❏ Support opinions by providing good reasons ❏ Support opinions by providing detailed textual evidence ❏ Support opinions by providing relevant background knowledge about the content ❏ Provide specific examples from the text ❏ Provide specific examples from their knowledge of content

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Grade 1
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
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.	*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.	*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
Skills: ❏ Retell text using key words ❏ Recount experience using key-words ❏ Use a select number of general academic words while speaking & writing ❏ Use a select number of domain-specific words while speaking & writing ❏ Use words to add detail when writing or speaking	*Skills:* ❏ Retell text using complete sentences & key words ❏ Recount experience using complete sentences & key words ❏ Use a growing number of general academic words while speaking & writing ❏ Use a select number of domain-specific words while speaking & writing ❏ Use words to add detail when speaking & writing ❏ Use words to create effect when speaking & writing ❏ Use words to create shades of meaning when speaking & writing	*Skills:* ❏ Retell text using increasingly detailed complete sentences & key words ❏ Recount experience using increasingly detailed complete sentences & key words ❏ Use a wide variety of general academic words while speaking & writing ❏ Use a wide variety of domain-specific words while speaking & writing ❏ Use synonyms to create an effect, add precision, and/or create shades of meaning ❏ Use antonyms to create an effect, add precision, and/or create shades of meaning

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		❏ Use non-literal language to create an effect, add precision, and/or create shades of meaning

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	**Expanding**	**Bridging**
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.	***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.	***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
Skills: In shared language activities guided by teacher, with peers, and sometimes independently… Apply understanding of ❑ how different text types are organized to comprehending texts ❑ how different text types are organized when writing ❑ by using text as "mentor text" when writing	***Skills:*** Guided by the teacher with increasing independence… Apply understanding of ❑ how different text types are organized to express ideas ❑ how different text types are organized to comprehending texts ❑ how different text types are organized when writing ❑ use text as "mentor text" when writing	***Skills:*** Guided by the teacher and Independently… Apply understanding of ❑ how different text types are organized predictably ❑ how different text types are organized to comprehending texts ❑ how different text types are organized when writing ❑ use text as "mentor text" when writing

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part II Standard 2

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	**Expanding**	**Bridging**
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	***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.	***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.
Skills: In shared language activities guided by teacher, with peers, and sometimes independently… Apply basic understanding: ❏ of how ideas/events/reasons are linked throughout a text using everyday connecting words or phrases Apply these understandings: ❏ to writing texts ❏ to comprehending texts ❏ when use connecting words such as *one day, after, then, etc.*	***Skills:*** Guided by the teacher and with increasing independence… ❏ Apply understanding of how ideas/ events/reasons are linked throughout a text using a growing number of connecting words or phrases Apply these understandings: ❏ to writing texts ❏ comprehending texts ❏ when use connecting words & phrases such as *a long time ago* and *suddenly*	***Skills:*** Guided by the teacher and independently… ❏ Apply understanding of how ideas/events/ reasons are linked throughout a text using a variety of connecting words or phrases Apply these understandings: ❏ to comprehending texts ❏ to writing texts ❏ when use connecting words & phrases such as *first/second/third, for example, after that*

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part II Standard 3

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
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	*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.	*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
Skills: In shared language activities guided by the teacher and sometimes independently... ❏ Use frequently used verbs ❏ Use frequently used verb types ❏ Use simple verb tenses appropriate to the text type and discipline to convey time ❏ Use simple past tense when recounting an experience	*Skills:* Guided by the teacher and with increasing independence... ❏ Use frequently used verbs ❏ Use a growing number of verb types ❏ Use a growing number of verb tenses appropriate to the text type and discipline to convey time ❏ Use simple past tense for retelling ❏ Use simple present tense for a science description	*Skills:* Guided by the teacher and independently... ❏ Use frequently used verbs ❏ Use a wide variety of verb types ❏ Use a wide variety of verb tenses appropriate to the text type and discipline to convey time ❏ Use present tense for a science description ❏ Use simple future tense to make predictions

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part II Standard 4

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
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.	***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	***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.
Skills: In shared language activities guided by the teacher and sometimes independently… ❏ Expand noun phrases in simple ways to enrich the meaning of sentences ❏ Expand noun phrases in simple ways to add details about ideas, people, things ❏ Add familiar adjectives to nouns	***Skills:*** Guided by the teacher and with increasing independence… ❏ Expand noun phrases in a growing number of ways to enrich the meaning of sentences ❏ Expand noun phrases in a growing number of ways to add details about ideas, people, things ❏ Add newly learned adjectives to nouns	***Skills:*** Guided by the teacher and independently… ❏ Expand noun phrases in a variety of ways to enrich the meaning of phrases/sentences ❏ Expand noun phrases in a variety of ways to add details about ideas, people, things ❏ Add variety of adjectives to noun phrases

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part II Standard 5

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
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.	*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.	*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
Skills: In shared language activities guided by the teacher and sometimes independently... ❏ Expand sentences with frequently used prepositional phrases ❏ Use prepositional phrases to provide details of time, manner, place, cause, etc., about a familiar activity or process	*Skills:* Guided by the teacher and with increasing independence… ❏ Expand sentences with prepositional phrases ❏ Use prepositional phrases to provide details of time, manner, place, cause, etc., about a familiar or new activity or process	*Skills:* Guided by the teacher and independently… ❏ Expand simple sentences with prepositional phrases ❏ Expand compound sentences with prepositional phrases ❏ Use prepositional phrases to provide details of time, manner, place, cause, etc.

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Grade 1
Part II Standard 6

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
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.	***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.	***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.
Skills: In shared language activities guided by the teacher and sometimes independently… ❏ Combine clauses in a few basic ways to make connections between ideas ❏ Combine clauses in a few basic ways to join ideas ❏ Use words such as *and, but,* and *so* to create compound sentences	***Skills:*** Guided by the teacher and with increasing independence… ❏ Combine clauses in an increasing variety of ways to make connections between ideas ❏ Combine clauses in an increasing variety of ways to join ideas ❏ Combine clauses to express cause/effect ❏ Create complex sentences ❏ Use words such as *because* ❏ Use simple past tense verbs when expressing cause/effect	***Skills:*** Guided by the teacher and independently… ❏ Combine clauses in a wide variety of ways to make connections between ideas ❏ Combine clauses in a wide variety of ways to join ideas ❏ Rearrange simple sentences to form compound sentences ❏ Use words such as *so*

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 1
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
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	*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.	*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
Skills: In shared language activities guided by the teacher and sometimes independently… ❏ Condense clauses in simple ways ❏ Create precise and detailed sentences ❏ Use words such as *and* to condense ideas	*Skills:* Guided by the teacher and with increasing independence… ❏ Condense clauses in a growing number of ways ❏ Embed clauses ❏ Create precise and detailed sentences ❏ Use words and phrases such as *that* and *that is* to condense ideas	*Skills:* Guided by the teacher and independently… ❏ Condense clauses in a variety of ways ❏ Embed clauses ❏ Create precise and detailed sentences ❏ Use words and phrases such as *who* and *that* to condense ideas

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