The English Language Development Standards

Grades 1-2

Draft Release, September 2011

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	Connection	*Common Core Standards for English Language Arts, Reading Standards for Informational Text, Craft and Structure, Integration of Knowledge and Ideas #6-7 (Grade 1):* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustrations and details in a text to describe its key ideas.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
READING	Recreational activities **Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: share, teamwork, first, next	Match icons or pictures to written and oral directions for games or activities with a partner	Place labeled pictures by corresponding written and oral directions for games or activities with a partner	Identify key words in written directions for games or activities with visual support and a partner	Identify key phrases in written directions for games or activities with visual support and a partner	Follow written directions for games or activities with visual support and a partner	
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND directions.					
		Example Context for Language Use: Students read directions in order to participate in a variety of cooperative activities to build a classroom community.					

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	Connection	*Common Core Writing Standards #1-3 (Grade 1):* Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.; Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.; Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
WRITING	Text elements	Trace, copy or produce words pertaining to text elements using illustrated models and templates (e.g., parts of a letter)	List words or phrases pertaining to text elements using illustrated models and templates (e.g., character and setting)	Produce phrases or sentences pertaining to text elements following models and templates (e.g. beginning, middle, end)	Produce a series of sentences pertaining to text elements using environmental print and following a model	Produce a series of related sentences pertaining to text elements using environmental print	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: fact, paragraph, topic sentence, main idea, detail, "tell me more"						
		Cognitive Function: Students at all levels of English language proficiency CREATE original texts.					
		Example Context for Language Use: Students produce texts incorporating text elements based on a prompt (e.g., "My best day ever…") to create displays for parent-teacher conferences.					

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	Connection	*Common Core Standards for Mathematics, Measurement and Data #1 (Grade 1):* Order three objects by length; compare the lengths of two objects indirectly by using a third object.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6- Reaching**
LISTENING	Measurement of objects	Match objects with their lengths based on oral discourse with a partner and following a model	Order objects or measurement tools according to their length based on oral discourse with a partner and following a model	Categorize objects according to their lengths and corresponding measurement tools based on oral discourse with a partner and following a model	Follow oral instructions to compare the lengths of objects with a partner and a template	Follow multi-step oral instructions and respond to grade-level oral discourse to compare the lengths of objects with a partner	
		Cognitive Function: Students at all levels of English language proficiency ANALYZE the lengths of objects.					

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Criteria from the Performance Definitions (Example expectations)		Discourse Complexity	Martin measures his desk and his book with a ruler (teacher points to desk, book, and ruler). His desk is 30 inches long, his book is 10 inches long. Which one is 30 inches long? (student points to desk) Martin measures his desk and his book with a popsicle stick (teacher points to desk, book, and popsicle stick). His desk is 6 popsicle sticks long, his book is 2 popsicle sticks long. Which object is 2 popsicle sticks long? (student points to book).	Look at your measurement tools. The paper clip is short. The popsicle stick is longer. The ruler is longest. Put them in order from shortest to longest.	This piece of string is shorter than this piece of string. Show me the longest one. (Student holds up longer piece of string.) The student desk is easier to measure with the shortest string. The teacher desk is easier to measure with the longer string. Why do you think this is? (student explains)	Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool (Teacher models measuring his/her desk with a popsicle stick, then a ruler). Then measure another object the same way. Don't forget to write down your measurements! Your chart will show the difference in length between the two objects.	First, cut a string as long as your foot. Use the string to find how many of your feet fit across the room (students follow direction). Now, find how many yard sticks (or meter sticks) fit across the room. Write down your measurements and compare them with your partner's measurements (students follow direction). Did you get the same results? Why? (student explains) Why not? (student explains) Explain which measurement tool works best. Which gave you the same measurements, the standard tool (teacher shows yard/meter stick) or the non-standard tool (teacher shows string)?	

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Language Forms & Conventions	one inch two inches I measure Martin measures	short, shorter, shortest long, longer, longest	longer than, the longest one shorter than, the shortest one easier	and, but measure, measuring measured,	First,… then,… as long as	
Vocabulary Usage	desk, book paper clip popsicle stick string ruler yard/meter stick	short long measurement tools	piece of shorter than longer than measure with	length of ____ another object	find how many across results	
	Topical Vocabulary: Students at all levels of English language proficiency are *exposed to* grade-level words and expressions, such as: inches/centimenters, foot, yard/meter, standard, non-standard, units					
Example instructional/ assessment task (content):	Identify objects that are best measured with a certain tool	Fill in an illustrated chart listing the lengths of different objects from shortest to longest, according to measurement tool	Create charts listing the lengths of different objects according to measurement tool	Measure the same object with multiple tools and decide which tool provides the best measurement	Measure the same object with multiple tools and decide which tool provides the best measurement	

Example Context for Language Use: Students work independently or with a partner to explore the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).

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	Connection	*National Science Education Standards, Physical Science Standards (Grades K-4) #B2, Position and motion of objects: An object's motion can be described by tracing and measuring its position over time. The position and motion of objects can be changed by pushing or pulling. The size of the change is related to the strength of the push or pull.*					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
LISTENING	Force & motion **Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: push, pull, faster, force	Construct an experiment on force and motion based on simple oral commands using realia and illustrations in small groups (e.g. "Get the blocks. [Pause] Get the ramp. [Pause] Put the ramp on the blocks. [Pause] Put the ball on the ramp. [Pause] See it move.")	Construct an experiment on force and motion based on simple segmented instructions supported by illustrations in small groups	Construct an experiment on force and motion based on a series of oral statements supported by illustrations in small groups	Construct an experiment on force and motion based on oral discourse supported by illustrations in small groups	Construct an experiment on force and motion based on grade level oral discourse with a partner (e.g. "How can we move this ball? Work together to design a ramp that will move the ball the length of three desks. Think about what materials you will need and how you will put them together.")	**Level 6 - Reaching**
		Cognitive Function: Students at all levels of English language proficiency CREATE experiments on force and motion.					
		Example Context for Language Use: Students listen as the teacher gives directions about constructing experiments related to force and motion and negotiate their own plan in small groups.					

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	Connection	*Common Core Standards (Grade 1): Speaking and Listening Standards K–5 Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas, 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.*					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
SPEAKING	Neighborhoods/ Communities **Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: community, neighborhood, responsibility	Name community workers and their job sites (e.g., "teacher-school," "police officer-police station," "librarian-library") using photos or illustrations	Answer Wh-questions about community workers using photos or illustrations (e.g., "What do firefighters do?" "Firefighters fight fires.")	Describe the work of community workers using photos or illustrations (e.g., "Firefighters ride a truck and use a hose to fight fires.")	Explain the specific roles and characteristics of community workers using visual support (e.g., "Firefighters are brave and work as a team to put out fires.")	Discuss the significance of community workers' roles (e.g., "The firefighters are important because they protect our community and save lives. For example…")	**Level 6 - Reaching**
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the roles of community members/workers.					
		Example Context for Language Use: Students prepare brief oral presentations for the class about different members of their community (e.g., using information from classroom guest speakers, videos, or posters).					

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	Connection	*Alaska Standards for Culturally Responsive Students, B1, D5, E4:* Acquire insights from other cultures without diminishing the integrity of their own. Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems. Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 – Reaching**
READING	Cultural diversity	Identify what is the same and different between cultural artifacts using illustrated word banks in small groups	Identify what is the same and different between cultural artifacts from illustrated texts in small groups	Identify the similarities and differences in the uses of cultural artifacts from illustrated texts using word banks in small groups	Compare and contrast the uses of cultural artifacts from illustrated text in small groups	Compare and contrast the meaning of cultural artifacts from illustrated texts in small groups	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: tradition, culture, same, different, respect	**Cognitive Function**: Students at all levels of English language proficiency ANALYZE cultural artifacts.					
		Example Context for Language Use: Students engage with a variety of narrative and expository texts to identify artifacts to include in a multicultural museum representing the diversity in the classroom (e.g., heritage, language, family customs, religion).					

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	Connection	*Common Core Speaking and Listening Standards #2 (Grade 2)*: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
LISTENING	School areas, personnel, & activities **Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: across from, down the hall, in the corner, upstairs, custodian, second grade teacher, book fair, computer lab, fire drill	Match school areas to personnel or activities using icons or manipulatives with a partner based on oral statements	Categorize school areas to personnel and activities using graphic organizers and labeled icons based on oral descriptions (e.g., main office: principal talks to parents, secretary answers phone, nurse takes your temperature)	Make charts of school areas by personnel and activities using graphic organizers and based on oral descriptions	Complete maps of school areas including personnel and activities following a model based on descriptive oral discourse in small groups	Produce maps of school areas including personnel and activities based on extensive oral discourse in small groups	**Level 6 - Reaching**
		Cognitive Function: Students at all levels of English language proficiency ANALYZE oral directions.					
		Example Context for Language Use: Students go on a tour of the school and create maps incorporating school areas, personnel and activities based on oral descriptions.					

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	Connection	Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
SPEAKING	Storytelling/Experiential recounting **Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: order, details, word choice, voice	Point to and tell parts of stories events in story using photos/illustrations or wordless picture books with a partner (e.g., " go to park, play with friends")	Describe parts of stories (e.g., characters, settings) using photos/ illustrations or wordless picture books with a partner	Retell stories including main events, characters and settings using photos, illustrations, or wordless picture books with a partner	Tell detailed stories using photos, illustrations, or wordless picture books with a partner	Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner	**Level 6 - Reaching**
		Cognitive Function: Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.					
		Example Context for Language Use: Students draw or make collages and then orally share stories with a beginning, middle and end about events with their peers.					

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	Connection	*Common Core Standards for Mathematics, Measurement and Data #8 (Grade 2)*: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ₵ symbols appropriately.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
READING	Money **Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cents, dollars, pennies, nickels, dimes, quarters	Identify key words or phrases related to money and value using realia with a partner (e.g., “buy”, “give”, “take away”)	Identify key words and phrases related to money and value and act out exchange of money using realia with a partner	Identify key words and phrases related to money and value in simplified word problems (e.g., written in present tense with familiar contexts) using realia with a partner	Identify language related to money and value in word problems using realia with a partner	Identify details that do not relate to resolution in word problems related to money and value with a partner	**Level 6 - Reaching**
		Cognitive Function: Students at all levels of English language proficiency will ANALYZE the relevance of information presented in word problems related to money					
		Example Context for Language Use: Students read real-life mathematics problems related to money in small groups.					

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	Connection	*National Science Education Standards C.2 (Grades K-4)*: Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms. Plants and animals closely resemble their parents.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
WRITING	Life cycles	Label drawings about stages of life cycles using illustrated word banks (e.g., seed, sprout)	Complete sentences about stages of life cycles using illustrated word banks (e.g., "First, ____. Then, ____")	Describe the stages of life cycles using illustrated word banks	Describe the sequence of stages of life cycles using illustrations	Compare the stages of life cycles using illustrations	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: life cycle, stages	**Cognitive Function**: Students at all levels of English language proficiency will ANALYZE the changes in a life cycle.					
		Example Context for Language Use: Students sequence and write about the stage within life cycles of plants and animals to create displays.					

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	Connection	*Common Core Standards, Key Ideas and Details #2 (Grade 2)*: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6- Reaching**
READING	Historical events, people, and symbols	Match pictures with information about historical events, people or symbols following a model	Sort information about historical events, people or symbols using visual support and graphic organizers	Compare and contrast information about historical events, people or symbols from illustrated text using a table	Summarize information about historical events, people or symbols from illustrated text using a template	Interpret information about historical events, people or symbols from illustrated text	
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the connection between different historical events, people, and symbols of their community.					
Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	Our community had many blacksmiths in 1920.	Our region has copper and nickel mines. In the past, the mines gave blacksmiths metal for tools.	Recently, some community members started to worry about pollution from the mines. But the mining companies said they do not harm the environment.	The copper and nickel from mines in this region give many people jobs. So, many community members want to keep the mines open. But others are afraid the mines are polluting nearby rivers.	Companies began mining valuable metals in 1910. Since then, miners dug up many tons of copper and nickel. Blacksmiths used this metal to create different objects. Some community members fear metals from the mines are polluting our local rivers. The mining companies disagree.	

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Language Forms & Conventions	our has → had **In** 1910	mine**s**, metal**s** give → gave for	Recently, Started/began to But they compan**ies**	**in this** region **So,** others mines**'** **are** pollut**ing** nearby	mine v. min**ing** since then dig up →dug up
Vocabulary Usage	community blacksmiths	region copper nickel tools	members worry pollution harm environment	support economy nearby	valuable tons different objects disagree
	Topical Vocabulary: Students at all levels of English language proficiency are *exposed to* grade-level words and expressions, such as: founded in…, settlement, landmark, heritage				

Example Context for Language Use: Students will read informational text about the different historical events, people and symbols that have been important for the development of their community in preparation for creating a timeline poster.

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	Connection	*National Visual Arts Standard 2 (Grades K-4)*: Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
SPEAKING	Visual characteristics	Point to and name visual characteristics of models of art forms using graphic support (e.g., palette of colors) with a partner	Categorize visual characteristics of models of art forms (e.g., shades of color) using graphic support with a partner	Describe variation in visual characteristics of models of art forms using graphic support with a partner	Discuss variation in visual characteristics of models of art forms using graphic support with a partner	Explain variation in visual characteristics using graphic support with a partner	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: shades of color, form, materials, style, palette, artist	**Cognitive Function**: Students at all levels of English language proficiency ANALYZE visual characteristics of art forms.					
		Example Context for Language Use: Students, identifying themselves as artists, relate the visual characteristics of their art work to peers and communicate how the visual attributes or materials lend themselves to different ideas.					

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