

**Grade One:** ELA, CCSS Literary Text Standards with English Language Development Functions and Forms.

**English Language Proficiency and the Common Core Reading Standards**

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	<b>RL.1.1</b> Ask and answer questions about key details in a text.	Ask and Answer Questions about Key Details	Ask and Answer Questions	<b>Question</b> did, are, will, am is, can (use in verb phrases)	<b>Question</b> Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	<b>Did</b> ____, ____? <b>Yes</b> ____ <b>did</b> ____. <b>I am</b> _____. <b>Are you</b> ____? <b>Yes, I am</b> ____. <b>Who</b> ____? <b>Did you</b> ____? <b>When is</b> ____, ____? <b>How will</b> ____? <b>Are you going</b> ____? <b>I am going</b> ____.
St. 2	<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Retell Key Details	Retell/Relating Past Events	<b>Retell</b> was, were, ----ing yesterday/last, -ed, first, last, finally, has/have/been, -ing, since/for	<b>Retell</b> Students will learn to understand and generate oral and written language with past tense verbs.	<b>single word responses: Where is</b> ____? ____ <b>was</b> ____ (ing) ____ <b>They were</b> ____ (ing). <b>Last</b> ____ (day), ____ (pronoun) ____ (ed) ____. <b>The</b> ____ (story, character, setting) <b>was first</b> ____ <b>and then</b> ____. ____ <b>have been</b> ____ since _____. ____ <b>and</b> ____ <b>are both about</b> ____.
St. 3	<b>RL.K.3</b> Describe characters, settings, and major events in a story, using key details.	Describe (identify, name) Key Details of Story Elements	Description (character, setting, event)	<b>Describe</b> pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had	<b>Describe</b> Students will understand and generate oral and written language with descriptive details that support the main idea and story setting using prepositional phrases, present progressive adverbs, nouns, pronouns and adjectives.	<b>The characters are</b> _____. <b>The setting is</b> _____. ____ (character) <b>was in the</b> _____. (pr.phrase). ____ <b>is</b> _____. ____ <b>and</b> ____ (ADJ). <b>The setting in</b> ____ <b>is not like the setting in</b> ____. ____ <b>and</b> ____ <b>describe</b> ____ <b>because</b> ____. ____ <b>did/not</b> ____ <b>because</b> ____ <b>was</b> ____.
St. 4	<b>RL1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify (define, name) Unknown Sensory Words	Defining (conceptualize nouns, verbs & adjectives)	<b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of	<b>Define</b> Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives.	<b>What is a</b> ____? <b>A</b> ____ <b>is a</b> _____. <b>A</b> ____ <b>is</b> _____. <b>The</b> ____ (sing. noun) <b>is</b> ____ (ADJ). ____ <b>tells</b> _____. <b>The</b> ____ (noun) <b>tells that</b> _____. <b>The poem has</b> ____ <b>and</b> ____ <b>words</b> . ____ <b>is an example of</b> ____ (rhyme, beats, alliteration). <b>The phrase</b> ____ <b>shows that</b> ____ (character) <b>is</b> ____ (ADJ). <b>In the text</b> ____ (phrase/words) <b>is/ are repeated because</b> ____.
St. 5	<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Differences Between Text Types	a. Contrasting b. Description (text types)	<b>Contrast</b> adjectives with -er, -est, like, but, both, whereas, contrasted to <b>Describe</b> is, a, can, has, are, and, in, but, is not, because, frequently	<b>Contrast</b> Students will use comparative adjectives. <b>Describe</b> Students will understand and generate oral and written language with descriptive details that support genre types (poetry, storybooks, fairy-tales, etc...).	____ <b>is a</b> _____. ____ <b>can</b> _____. ____ <b>is</b> ____ (ing). <b>The book</b> ____ <b>has</b> _____. ____ <b>books have</b> _____. ____ <b>and</b> ____ <b>are different because</b> _____. ____ <b>is informational, but</b> ____ <b>is not</b> . <b>These stories are</b> ____ <b>because</b> ____. <b>Books about</b> ____ <b>are frequently</b> _____. <b>The story</b> ____ <b>reminds me of</b> ____ <b>because</b> ____.
St. 6	<b>RL.K.6</b> Identify who is telling the story at various points in a text.	Identify Narrator	a. Inferring (part of cause/effect) b. Defining	<b>Cause and Effect</b> past tense verbs, conditional if then, had/hadn't, wouldn't have <b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of	<b>Cause and Effect</b> Students use cause and effect verb forms to identify infer the narrator in a text. <b>Define</b> Students will learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives.	____ <b>is</b> _____. <b>Answer simple cause/effect questions.</b> ____ <b>tells</b> _____. ____ (narrator) <b>is</b> _____. <b>The narrator explains</b> ____ <b>because</b> _____. ____ <b>describes</b> ____ <b>when</b> _____. ____ <b>explains</b> ____ <b>in the text</b> . <b>An example of</b> ____ <b>is</b> _____. ____ <b>tells</b> ____ <b>as an example of</b> _____. ____ <b>would/wouldn't have said</b> ____ <b>if</b> ____.
St. 7	<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	Describing Story Elements Using Illustrations and Details	Description	<b>Describe</b> is, a, can, has, are, and, in, but, is not, because, frequently	<b>Describe</b> Students will understand and generate oral and written language with description of details that support genre types (poems, storybooks, fairy-tales, etc...).	<b>The setting is</b> _____. ____ <b>is (show action)</b> . <b>At first</b> ____ <b>is/are</b> _____. ____ <b>has</b> _____. <b>At the beginning of the story he/she</b> _____. <b>Then he/she learns</b> _____. <b>At the end he/she</b> _____. <b>Both the picture and text explain</b> ____ <b>about</b> _____. <b>The illustration of</b> ____ <b>is like</b> ____ <b>in the text</b> . <b>The</b> ____ <b>connects to</b> ____ <b>because</b> _____. ____ (text) <b>is important to the</b> ____ (setting) <b>because</b> ____.
St. 8	<b>RL.1.8</b> (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.	Compare and Contrast characters experiences	Compare and Contrast (experiences)	<b>Compare and Contrast</b> has, is, are, than, (er-est), and, both, but, similar, because different, is compared to, by comparison of..	<b>Compare and Contrast</b> Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	<b>The book has</b> _____. <b>The (character)</b> ____ <b>is</b> _____. ____ <b>are</b> _____. <b>The (character)</b> ____ <b>is</b> ____ (er) <b>than</b> _____. ____ (character) <b>and</b> ____ <b>are both</b> _____. <b>They are both</b> _____. <b>They are different because</b> ____ <b>and</b> _____. ____ <b>and</b> ____ (experiences) <b>are alike/different because</b> _____. <b>A</b> ____ <b>is</b> ____ <b>compared to a</b> _____. ____'s <b>adventure was</b> ____ <b>compared to</b> ____.
St. 10	<b>RL.1.10</b> Actively engage in group reading activities with purpose and understanding.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

## Grade One: ELA, CCSS Informational Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	<b>RI.1.1</b> Ask and answer questions about key details in a text.	Ask and Answer Questions about Key Details	Asking Informational Questions	<b>Question</b> did, are, will, am is, can (use in verb phrases)	<b>Question</b> Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	<b>Did</b> ____, ____? <b>Yes</b> ____ <b>did</b> ____. <b>I am</b> _____. <b>Are you</b> ____? <b>Yes, I am</b> _____. <b>Who</b> ____? <b>Did you</b> ____? <b>When is</b> ____, ____? <b>How will</b> ____? <b>Are you going</b> ____? <b>I am going</b> _____.
St. 2	<b>RI.1.2</b> Identify the main topic and retell key details of a text.	Retell Key Details Identify Main Topic	Retell and Relating Past Events	<b>Retell</b> was, were, ----ing yesterday/last, ----ed, first, last, finally, has/have/been,----ing, since/for	<b>Retell</b> Students will learn to understand and generate oral and written language with past tense verbs.	<b>Is the</b> ____, ____ <b>or</b> ____? <b>Point to the</b> ____. <b>The</b> ____ <b>is</b> _____. <b>A</b> ____ <b>was</b> _____. ____ <b>has/have</b> _____. <b>My/your</b> ____ <b>is</b> ____ (ing). <b>My</b> ____ <b>is</b> ____ <b>and</b> _____. <b>The</b> ____ <b>are usually</b> _____. <b>First</b> , ____ <b>then</b> , ____ <b>and finally</b> _____.
St. 3	<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe and Compare (individuals, events, ideas or information)	Describe and Compare	<b>Compare</b> subject/verb/adjective, but____, er, est, conjunctions ____has __ but, so, and, yet, like, in the same way	<b>Compare</b> Students will be able to use adjective and conjunctions to compare individuals, events, ideas or information in a text.	____ <b>is not</b> _____. ____ <b>is</b> _____. ____ <b>has</b> ____ <b>but</b> ____ <b>has</b> _____. <b>Both</b> ____ <b>and</b> ____ <b>have/are</b> _____ <b>but</b> ____ <b>has</b> _____. ____ <b>is</b> _____, <b>but</b> ____ <b>is</b> ____ (er/est). ____ <b>has</b> _____, <b>but</b> ____ <b>doesn't have</b> _____. <b>At first</b> the illustrations show _____ <b>but at the end</b> they show _____.
St. 4	<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Unknown Words	Defining (conceptualizing nouns, verbs and adjectives)	<b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of	<b>Define</b> Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives.	<b>What is a</b> ____? <b>A</b> ____ <b>is a</b> _____. <b>A</b> ____ <b>is</b> _____. <b>The</b> ____ (sing. noun) <b>is</b> ____ (ADJ). ____ <b>tells</b> _____. <b>The</b> ____ (noun) <b>tells that</b> _____. <b>The poem has</b> _____ <b>and</b> _____ <b>words</b> . <b>EA</b> ____ <b>is an example of</b> ____ (rhyme, beats, alliteration). <b>The phrase</b> _____ <b>shows that</b> _____ (character) <b>is</b> _____ (ADJ). <b>In the text</b> ____ (phrase/words) <b>is/ are repeated because</b> _____.
St. 5	<b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Identify Parts of a Book	Classification (words, phrases, sentences assigned to an object or category)	<b>Classify</b> goes, with, here, there, because, and articles (is, a, are, etc..) words (or prefix or suffix) that is with a noun to indicate the type of reference being made by the noun.	<b>Classify</b> Students will be able to use articles with objects to associate categories to which things belong (in this case textual features). Classification can be supported with the language of description or location of objects (prepositional phrases).	____ <b>is</b> _____. <b>Here is the</b> _____. <b>The</b> ____ <b>is in the front/back of</b> _____. ____ <b>shows</b> _____. <b>I can find</b> _____ <b>there in the</b> _____. <b>The table of contents are</b> _____, <b>because</b> _____. ____ <b>goes with</b> _____ <b>and</b> _____ <b>goes with</b> _____. <b>The</b> ____ <b>and</b> ____ <b>belong</b> _____ <b>because</b> _____.
St. 6	<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Author and Illustrator (presentation of ideas)	Author and Illustrator (explain ideas)	<b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of <b>Explain</b> -ed, -ing verb forms, came-come, sang-sing (irregular verb forms), -y, -ly adverbs of manner, is, are (declarative sentences).	<b>Define</b> Students will learn to define a more abstract concept using correct nouns, pronouns, and adjectives. <b>Explain</b> Students will learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.	____ <b>is a picture of</b> _____. <b>I see</b> _____. <b>The illustration shows/tells</b> _____ <b>about</b> _____ (ing). ____ <b>describes/explains</b> _____. ____ <b>and</b> ____ <b>are</b> ____ (-y, -ly), <b>because</b> _____. ____ <b>is an example of</b> _____. ____ <b>describes/explains</b> _____. <b>The text/illustrations, explain what</b> _____ <b>when</b> _____. <b>The illustration and text both</b> _____.
St. 7	<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	Illustrations Clarify Text	Describe (summarizing or locating key details)	<b>Describe</b> pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had <b>Summarize</b> (Ideas/details)and, but sentences; first, next last sequences; then and now	<b>Describe</b> Students will learn to generate oral and written language with nouns, pronouns and adjectives. <b>Summarize</b> Students use conjunctions and past and present tense with then and now, etc.	____ <b>is not</b> _____. ____ <b>is</b> _____. ____ <b>has</b> ____ <b>but</b> ____ <b>has</b> _____. <b>Both</b> ____ <b>details have/are</b> _____ <b>but</b> ____ <b>has</b> _____. <b>The details about</b> _____, <b>are illustrated as</b> _____. <b>The illustration of</b> ____ <b>is like</b> _____ <b>in the text</b> . <b>First</b> _____, <b>next</b> _____ <b>and finally</b> _____.
St. 8	<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.	Supporting points (details) for reason (purpose)	Concluding Author's Purpose	<b>Conclusion</b> Drawing Conclusions (reasons) begins at the intermediate level of ELP. Adjective comparatives with conjunctions: although, because, that, with past tense verbs: -ed, was - then, with passive voice: was, were, had, have been, and with idiomatic phrases: bigger than a _	<b>Conclusion</b> Students will be able to use comparative adjectives with past tense verbs, conjunctions and idiomatic phrases and passive voice.	n/a n/a <b>At first</b> _____ <b>and then</b> _____. <b>In the beginning</b> _____, ____ (ed) <b>then</b> _____. <b>The author said</b> _____ <b>because</b> _____. <b>Since</b> _____, ____ (-ed/was) <b>then</b> _____. <b>I can conclude that</b> _____. <b>If</b> _____ <b>then</b> _____. <b>Although</b> _____ <b>was</b> _____, _____ <b>have been</b> _____.
St. 9	<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and Contrast (two texts on same topic)	Compare and Contrast (texts)	<b>Compare and Contrast</b> has, is ,are ,than, (er-est),and, both, but, same, because, different, is __ compared to____, does/does not	<b>Compare and Contrast</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	<b>The picture is</b> _____. <b>I see</b> _____. <b>This</b> ____ <b>is -er/est</b> . <b>This</b> ____ <b>is -er/est</b> . <b>Both</b> ____ <b>and</b> ____ <b>have</b> _____. ____ <b>is different than</b> _____. ____ <b>describes as</b> _____. ____ <b>and</b> ____ <b>are similar because</b> _____. ____ <b>and</b> ____ <b>are different, because</b> _____. <b>the illustrations in</b> _____ <b>show</b> _____ <b>but the illustrates in</b> _____ <b>show</b> _____.
St. 10	<b>RI.1.10</b> Actively engage in group reading activities with purpose and understanding.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				