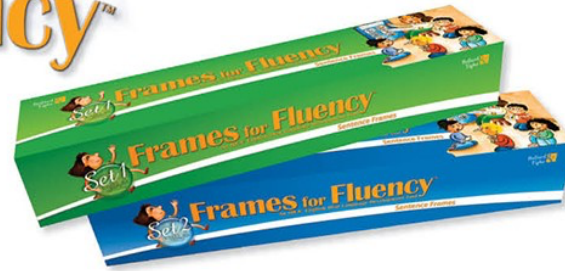
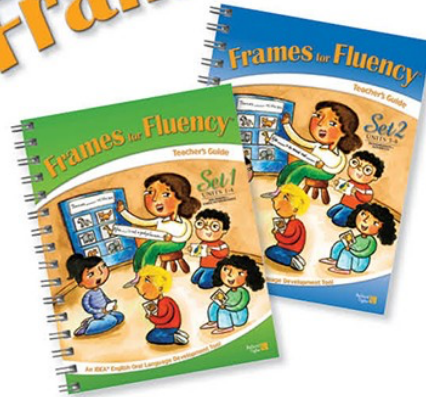


Frames for Fluency™



The _____ is more expensive than the _____.

What were you doing at _____?

I was _____ at _____.

I think this book will be about _____.

Frames for Fluency
(Beginning – Advanced High)
correlated to
Grade 1 ELPA21 Standards
Citation-Based

Grade 1 ELP Standards with Correspondences

Grade 1: Standard 1

By the end of each English language proficiency level, an ELL can . . .					
ELP.1.1.	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words <p>from read-alouds, picture books, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify main topics, • answer questions about key details • retell some key details or events <p>from read-aloud texts, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details • retell stories, including key details <p>from read-alouds, written texts, and oral presentations.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>			<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>
when engaging in tasks aligned with the following Grade 1 ELA Standards:					
<p>Literature</p> <p>RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1., RI.1. Ask and answer questions about key details in a text.</p> <p>RI.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>			<p>Informational Text</p> <p>RI.2. Identify the main topic and retell key details of a text.</p> <p>RI.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		

Grade 1: Standard 2

ELP.1.2.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> listen to short conversations respond to simple yes/no and some wh- questions <p>about familiar topics.</p> <p>U1: 28-37 U2: 40-55</p>	<ul style="list-style-type: none"> participate in short conversations take turns respond to simple yes/no and wh- questions <p>about familiar topics.</p> <p>U3: 58-75 U4: 78-97</p>	<ul style="list-style-type: none"> participate in short discussions, conversations, and short written exchanges follow rules for discussion ask and answer simple questions <p>about familiar topics.</p> <p>U5: 28- 41 U6: 44-63</p>	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow rules for discussion ask and answer questions respond to the comments of others make comments of his or her own <p>about a variety of topics and texts.</p> <p>U7: 66-85</p>	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer questions build on the comments of others contribute his or her own comments <p>about a variety of topics and texts.</p> <p>U8: 87-99</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 1 ELA Standards:					
<p>W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 					

Grade 1: Standard 3

ELP.1.3.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information or feelings <p>about familiar topics or experiences.</p>	<ul style="list-style-type: none"> communicate simple messages <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts <p>about familiar topics, stories, experiences, or events.</p>	<p>using simple sentences and drawings or illustrations,</p> <ul style="list-style-type: none"> deliver short simple oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>	<p>including a few descriptive details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 1 ELA Standards:					
<p>W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.3. 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.</p> <p>SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>					

Grade 1: Standard 4

ELP.1.4.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express a preference or opinion <p>about familiar topics or experiences.</p> <p>U2: 50</p>	<ul style="list-style-type: none"> express an opinion <p>about familiar topics, experiences, or events.</p> <p>U4: 94</p>	<ul style="list-style-type: none"> express an opinion give a reason for the opinion <p>about familiar stories, experiences, or events.</p> <p>U5: 32, 34 U6: 57</p>	<ul style="list-style-type: none"> express opinions give a reason for the opinion <p>about a variety of texts topics, experiences, and events.</p> <p>U7: 76</p>	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure <p>about a variety of texts, topics, experiences, or events.</p> <p>U8: 93</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 1 ELA Standards:					
<p>W.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.</p> <p>SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>					

Grade 1: Standard 5

ELP.1.5.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • label information from provided sources showing limited control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize some key information from provided sources showing emerging control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize information from provided sources showing developing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing increasingly independent control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing independent control.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 1 ELA Standards:					
<p>W.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>					

Grade 1: Standard 6

ELP.1.6.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	[Standard introduced at Level 2.]	<p>with prompting and support,</p> <ul style="list-style-type: none"> • identify a reason an author or a speaker gives to support a point. 	<ul style="list-style-type: none"> • identify one or two reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> • identify reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> • identify appropriate reasons an author or a speaker gives to support the main point.

when engaging in one or more of the following content-specific practices:

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks aligned with the following Grade 1 ELA Standards:

<p>RI.8. Identify the reasons an author gives to support points in a text.</p> <p>W.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.</p> <p>SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
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Grade 1: Standard 7

ELP.1.7.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time use words learned through conversations, reading, and being read to.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 1 ELA Standards:					
<p>W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.6. Produce complete sentences when appropriate to task and situation.</p> <p>L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>					

Grade 1: Standard 8

ELP.1.8.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p> <p>U3: 65, 69 U4: 92</p>	<p>using sentence-level context and visual aids,</p> <ul style="list-style-type: none"> answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases <p>in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.</p>	<p>using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,</p> <ul style="list-style-type: none"> answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>	<p>using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed, -ing, and some common prefixes</i>),</p> <ul style="list-style-type: none"> answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

when engaging in one or more of the following content-specific practices:

<p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks aligned with the following Grade 1 ELA Standards:

<p>Literature</p> <p>RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). <p>L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>). Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. 	<p>Informational Text</p> <p>RI.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
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Grade 1: Standard 9

ELP.1.9.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>[Standard introduced at Level 2.]</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> • retell an event • present simple information <p>with emerging control of some frequently occurring linking words.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • retell (in speech or writing) a simple sequence of events in the correct order • present simple information <p>with developing control of some frequently occurring linking words (e.g., <i>and, so</i>) and temporal words (e.g., <i>first, then</i>).</p>	<ul style="list-style-type: none"> • recount two or three events in sequence • present simple information about a topic <p>with increasingly independent control of some temporal words (e.g., <i>next, after</i>), and some frequently occurring linking words (<i>and, so</i>).</p>	<ul style="list-style-type: none"> • recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic <p>using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).</p>

when engaging in one or more of the following content-specific practices:

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks aligned with the following Grade 1 ELA Standards:

<p>W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.3. 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.</p> <p>SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

Grade 1: Standard 10

ELP.1.10.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> • understand and use a small number of frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions. <p>U1: 28-37 U2: 40-55</p>	<p>with support (including visual aids and sentences)</p> <ul style="list-style-type: none"> • recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>) • produce simple sentences. <p>U3: 58-75 U4: 78-97</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • use some singular and plural nouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences <p>in response to prompts.</p> <p>U5: 28- 41 U6: 44-63</p>	<ul style="list-style-type: none"> • use an increasing number of singular and plural nouns, and verbs • use past and present verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand simple and some compound sentences <p>in response to prompts.</p> <p>U7: 66-85</p>	<ul style="list-style-type: none"> • use singular and plural nouns with matching verbs, • use past, present, and future verb tenses • use frequently occurring prepositions and conjunctions • produce and expand simple and compound sentences <p>in response to prompts.</p> <p>U8: 87-99</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context- specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 1 ELA Standards:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 					