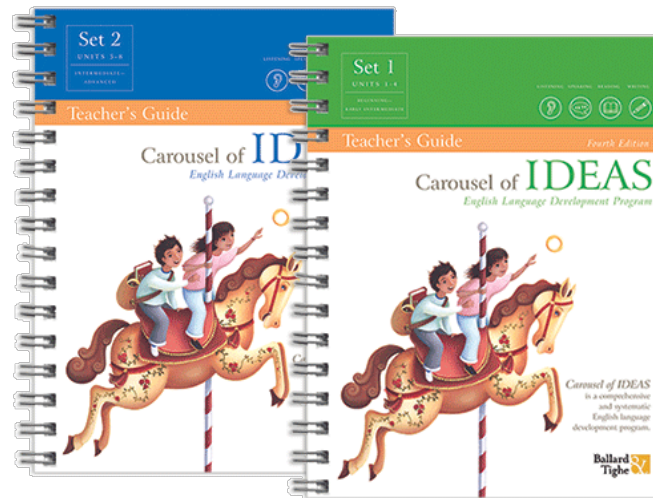




Carousel of IDEAS
correlated to
WIDA ELD Standards Framework, 2020 Edition
Citation-Based
Grade 1



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Standard	Key Language Use	Interpretive or Expressive	Grade 1 Notation	Grade 1	Grade 1 Language Features	CITATIONS
1	Narrate	na	ELD-SI.K-3.Narrate	<ul style="list-style-type: none"> • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps 	na	Teacher's Guide Set 1: U1: 51, 68, 109, 136; U3: 368, 466; U4: 630 Teacher's Guide Set 2: U5: 102, 116-117, 136, 168, 181, 213; U7: 538 Theme Pictures Set 1: 1, 2, 5, 6, 7, 14, 15, 16 Theme Pictures Set 2: 19, 21, 23, 25, 26, 29, 30
1	Inform	na	ELD-SI.K-3.Inform	<ul style="list-style-type: none"> • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences 	na	Teacher's Guide Set 1: U2: 150, 266, 294, 298; U3: 413, 437; U4: 521, 522 Teacher's Guide Set 2: U5: 52, 82, 91, 108, 226; U6: 306; U7: 495, 515 Theme Pictures Set 1: 1, 3, 4, 8, 12, 13, 14 Theme Pictures Set 2: 19, 20, 22, 24, 25, 28, 31 Activity Sheet Set 1: 5, 53, 56 Activity Sheet Set 2: 35E, 138
1	Explain	na	ELD-SI.K-3.Explain	<ul style="list-style-type: none"> • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works 	na	Teacher's Guide Set 1: U2: 142, 237, 247, 269; U3: 473; U4: 533, 596 Teacher's Guide Set 2: U5: 45, 68, 83, 226; U7: 499, 502, 524 Theme Pictures Set 1: 1, 8, 14, 15 Theme Pictures Set 2: 22, 26, 28, 29, 30, 31 Activity Sheet Set 1: 3 Activity Sheet Set 2: 31

1	Argue	na	ELD-SI.K-3.Argue	<ul style="list-style-type: none"> • Ask questions about others' opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one's own thinking • Revise one's own opinions based on new information 	na	<p>Teacher's Guide Set 1: U2: 173; U3: 385</p> <p>Teacher's Guide Set 2: U3: 104; U6: 271</p> <p>Theme Pictures Set 1: 1</p> <p>Theme Pictures Set 2: 21, 28, 29, 30, 32, 34, 35</p>
2	Narrate	Interpretive	ELD-LA.1.Narrate.Interpretive	<p>Interpret language arts narratives by</p> <ul style="list-style-type: none"> • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses 	na	<p>Teacher's Guide Set 1: U2: 167, 175, 200, 225; U3: 340, 371; U4: 521, 543</p> <p>Teacher's Guide Set 2: U5: 39, 56, 116; 118; U6: 306, 338; U7: 505</p> <p>Activity Sheet Set 1: 57, 67</p> <p>Activity Sheet Set 2: 27</p>
2	Narrate	Expressive	ELD-LA.1.Narrate.Expressive	<p>Construct language arts narratives that</p> <ul style="list-style-type: none"> • Orient audience to story • Develop story events • Engage and adjust for audience 	<ul style="list-style-type: none"> ■ Pictures, words, title, statements or common story expressions (Once upon a time) to introduce context ■ Noun groups to state who or what the story is about (the white swans, Joey's big family) ■ Simple statements to introduce the problem (They got lost.) ■ Prepositional phrases to specify location and time (by the river, in the barn, during the summer, last year, every night) ... ■ Verbs to describe what characters do, think, feel, and say ■ Connectors to sequence time (first, next, and then), and events (before, after, later), and to combine and link event details (and, but, so) ■ Pronouns, renaming, and synonyms to reference a character or idea across the text (my neighbor=Bob, the tree fort=my special place) ■ Simple statement to provide closure (The End, And then we went home.) ... ■ Pictures and other graphics to complement the storyline ■ Word choices to convey attitudes, develop suspense, share excitement (my best friend, really scary, wonderful!) ■ Literary and familiar expressions (big, ugly monster; run, run as fast as you can!), sensory language (yucky) onomatopoeia (BOOM! CRASH!) to add interest; tone of voice and gesturing to tell a story 	<p>Teacher's Guide Set 1: U2: 176, 325; U3: 353, 454</p> <p>Teacher's Guide Set 2: U5: 70; U6: 259; U7: 460, 507</p> <p>Theme Pictures Set 1: 1, 5, 6, 18</p> <p>Theme Pictures Set 2: 21, 22, 26, 31</p> <p>Activity Sheet Set 1: 52, 61, 116, 117, 121, 155</p> <p>Activity Sheet Set 2: 5, 6, 9</p>
2	Inform	Interpretive	ELD-LA.1.Inform.Interpretive	<p>Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics • Identifying word choices in relation to topic or content area 	na	<p>Teacher's Guide Set 2: U5: 88; U6: 278</p> <p>Activity Sheet Set 1: 97A, 117, 140A, 184, 209, 213A, 213B</p> <p>Activity Sheet Set 2: 11, 127, 35B, 35D, 35E, 127, 143</p>

2	Inform	Expressive	ELD-LA.1.Inform.Expressive	Construct informational texts in language arts that <ul style="list-style-type: none"> ● Introduce and define topic and/or entity for audience ● Describe attributes and characteristics with facts, definitions, and relevant details 	<ul style="list-style-type: none"> ■ Title, generalized nouns to introduce topic (The Desert, Lizards) ■ Relating verbs (have, be, belong to) to define the topic (Lizards are reptiles.) or state of entity (The river is long.) ■ Pronouns (it, they), demonstratives (this, these, that, those), renaming (lizard=it) to reference topic across text ... ■ Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (red and yellow feathers) ■ Prepositional phrases to describe place or location (on the ground, in Antarctica) ■ Compound sentences to add details (Birds like fruit and seeds. The river is long and deep.) ■ Doing verbs to describe actions (eats, lives) ■ Visuals (labeled drawings) to support information 	Teacher's Guide Set 1: U1: 82, 83, 150; U2: 179, 275, 282, 283; U3: 505 Teacher's Guide Set 2: U5: 160, 210; U6: 267, 283, 373 Theme Pictures Set 1: 1, 2, 3, 5, 6, 7 Theme Pictures Set 2: 19, 21, 22, 23, 26, 29, 36 Activity Sheet Set 1: 52, 63, 96, 101, 102, 178, 218 Activity Sheet Set 2: 3, 14, 21, 44, 51, 59, 75
2	Argue	Interpretive	na	na	na	na
2	Argue	Expressive	na	na	na	na
3	Inform	Interpretive	ELD-MA.1.Inform.Interpretive	Interpret mathematical informational texts by <ul style="list-style-type: none"> ● Identifying concept or entity ● Describing attributes and characteristics 	na	Teacher's Guide Set 1: U1: 98; U2: 227, 300; U3: 404; U4: 577 Teacher's Guide Set 2: U7: 424, 451; U8: 621 Activity Sheet Set 1: 78, 140A, 164
3	Inform	Expressive	ELD-MA.1.Inform.Expressive	Construct mathematical informational texts that <ul style="list-style-type: none"> ● Define or classify concept or entity ● Describe a concept or entity ● Compare/contrast concepts or entities 	<ul style="list-style-type: none"> ■ Generalized nouns to identify class of things (shapes, patterns, properties) ■ Relating verbs (be, have) to define, describe, or classify (Rectangles have four sides. This is a closed shape.) ... ■ Expanded noun groups to add specificity (this has three equal sides) ■ Technical word choices to add precision and detail (flat or solid shapes) ■ Common phrasal verbs (part of, put together) to describe concepts (These two halves are part of the whole triangle.) ■ Conditional clauses (if/then) to demonstrate relationships (If I put these shapes together then I can make a rectangle.) ... ■ Compare/contrast signals (both, same, different, but) to differentiate attributes of objects (They are both solids but this one is a triangle and this one is a cube.) ■ Causal connectors (because, so) to link ideas and provide reasoning (These two shapes are the same kind because they both have four sides.) 	Teacher's Guide Set 1: U2: 227 Activity Sheet Set 1: 78, 106, 207
3	Explain	Interpretive	na	na	na	na
3	Explain	Expressive	na	na	na	na
3	Argue	Interpretive	na	na	na	na
3	Argue	Expressive	na	na	na	na

4	Inform	Interpretive	ELD-SC.1.Interpretive	<p>Interpret scientific informational texts by</p> <ul style="list-style-type: none"> • Determining what text is about • Defining or classifying concept or entity 	na	<p>Teacher's Guide Set 1: U3: 407, 446, 473</p> <p>Teacher's Guide Set 2: U5: 147; U8: 635</p> <p>Activity Sheet Set 1: 97A, 117, 140A</p> <p>Activity Sheet Set 2: 35A, 35B, 35C, 35D, 35E, 35F, 143, 185A, 185B</p>
4	Inform	Expressive	ELD-SC.1.Inform.Expressive	<p>Construct scientific informational texts that</p> <ul style="list-style-type: none"> • Introduce others to topic or entity • Define, describe, and classify concept, topic, or entity • Summarize observations or factual information 	<ul style="list-style-type: none"> ■ Generalized nouns to introduce topic or idea (Whales, Sound, Patterns) ■ Openers to address audience (Have you ever wondered about? Did you know?) ■ Relating verbs (belong to, have, be) to define or present state of entity (Whales are mammals.) ■ Pronouns (it, they) and demonstratives (this, that, these, those) to reference entity or concept across text (Paper vibrates. It makes a sound.) ... ■ Noun groups to add details that answer questions about what something is like, its qualities, and descriptions (floating objects, long, brown fur) ■ Visuals (labeled drawings, graphs, tables) to support information ■ Timeless present verbs to indicate generalizable nature of action (floats, sinks, eats, swims, turns) ■ Qualifiers (some, all, many) to describe observation or fact (some things float, all sound is vibration, many dolphins hunt together) ■ Sequence words (first, and, then, next, last) to clarify order or sequence of events (First whales swim to cold water, then...) ... ■ Compare/contrast signals (-er, -est, bigger than, more, both, but, different) to differentiate or summarize attributes, details or behaviors (Feathers float better than paper.) ■ Declarative statements to present conclusions (Some objects float and some sink.) ■ Speculation to hypothesize to additional contexts (I think, I wonder if...) 	<p>Teacher's Guide Set 1: U3: 408; U4: 558-559</p> <p>Teacher's Guide Set 2: U7: 512</p> <p>Theme Pictures Set 1: 6, 7, 14</p> <p>Theme Pictures Set 2: 21, 29</p> <p>Activity Sheet Set 1: 199</p> <p>Activity Sheet Set 2: 44</p>
4	Explain	Interpretive	ELD-SC.1.Explain.Interpretive	<p>Interpret scientific explanations by</p> <ul style="list-style-type: none"> • Defining investigable questions or simple design problems based on observations and data about a phenomenon • Analyzing several events and observations to help explain how or why a phenomenon occurs • Identifying information from observations (that supports particular points in explanations) 	na	<p>Teacher's Guide Set 1: U3: 407</p> <p>Activity Sheet Set 1: 97A, 117, 140A</p> <p>Activity Sheet Set 2: 35A, 35B, 35C, 35D, 35E, 35F, 143, 185A, 185B</p>

4	Explain	Expressive	ELD-SC.1.Explain.Expressive	Construct scientific explanations that <ul style="list-style-type: none"> Describe observations and/or data about a phenomenon Relate how a series of events causes something to happen Compare multiple solutions to a problem 	<ul style="list-style-type: none"> Opener to engage audience (Did you know how frogs change?) Abstract and technical terms to add precision (tadpole, adapt, life cycle) Pictures, diagrams, graphs to add information or illustrate content Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as this, that) ... Timeless verbs to state on-going facts about phenomenon (Tadpoles change into frogs) Prepositional phrases to provide details (where, when, how; Tadpoles live in the water.) Relating verbs (have, be, belong to) and conjunctions to state relationships or compare attributes (Tadpoles have gills but frogs have lungs.) Connectors to express sequences in time (first, next, last) ... Visual data displays (charts, graphs) to support explanations Declarative statements to present conclusions (Living things grow and change.) Speculation to hypothesize to additional contexts (I think, I wonder if...) 	Teacher's Guide Set 1: U3: 408; U4: 558-559 Teacher's Guide Set 2: U7: 512 Theme Pictures Set 1: 6, 7, 14 Theme Pictures Set 2: 21, 29 Activity Sheet Set 1: 140B, 199, 218, 231
4	Argue	Interpretive	na	na	na	n/a
4	Argue	Expressive	na	na	na	n/a
5	Inform	Interpretive	ELD-SS.1.Inform.Interpretive	Interpret informational texts in social studies by <ul style="list-style-type: none"> Determining topic associated with compelling or supporting questions Defining and classifying attributes, characteristics, and qualities in relevant information 	na	Teacher's Guide Set 1: U4: 526, 532 Teacher's Guide Set 2: U5: 88; U6: 278 Activity Sheet Set 1: 97A, 184, 189A Activity Sheet Set 2: 11, 55, 60, 81, 127, 151

5	Inform	Expressive	ELD-SS.1.Inform.Expressive	<p>Construct informational texts in social studies that</p> <ul style="list-style-type: none"> ● Introduce topic associated with compelling or supporting questions ● Provide details about disciplinary ideas 	<ul style="list-style-type: none"> ■ Generalized nouns to introduce topic (weather, maps, environment) ■ Pronouns (it, they), demonstratives (this, these, that, those), to reference topic or ideas across text ■ Relating verbs (have, be, belong) to define topic or type of information (There are seven continents.) ■ Verbs (are going to, will,) to link compelling questions with topic (We're going to learn about what people do in different places.) ... ■ Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities (hot places, many countries, lots of rain) ■ Prepositional phrases to describe place or location (below the Equator, on the corner, underground, in the desert) ■ Adverbials to specify periods of time, duration, specific points in time (last year, long ago, August 12, in the future, everyday) ■ Visuals, labeled drawings to support ideas and information ■ Compound sentences to add details (Rice grows in hot and wet places.) 	<p>Teacher's Guide Set 1: U4: 526, 579</p> <p>Teacher's Guide Set 2: U6: 283</p> <p>Theme Pictures Set 1: 1, 5, 6, 12, 15, 16</p> <p>Theme Pictures Set 2: 19, 22, 23, 25, 26, 30, 31</p> <p>Activity Sheet Set 1: 182, 185A, 185B, 185C, 207</p> <p>Activity Sheet Set 2: 59</p>
5	Explain	Interpretive	na	na	na	na
5	Explain	Expressive	na	na	na	n/a
5	Argue	Interpretive	ELD-SS.1.Argue.Interpretive	<p>Interpret social studies arguments by</p> <ul style="list-style-type: none"> ● Identifying topic ● Analyzing evidence gathered from source ● Evaluating source based on distinctions between fact and opinion 	na	<p>Teacher's Guide Set 2: U5: 105, 108</p> <p>Activity Sheet Set 2: 20a, 23</p>
5	Argue	Expressive	ELD-SS.1.Argue.Expressive	<p>Construct social studies arguments that</p> <ul style="list-style-type: none"> ● Introduce topic ● Select relevant information to support claim with evidence ● Show relationship between claim and evidence, and reasoning 	<ul style="list-style-type: none"> ■ Title, generalized nouns to introduce topic (Fresh fruit for lunch) ■ Declarative statements to identify position (School lunch should have fresh fruit.) and/or provide background information (Fruit is good for children to eat.) ■ Pronouns (it, they, we, our), demonstratives (these, this, that, those), and renaming subject(food=it; students=we=children) to reference topic across text ... ■ Relating verbs (have, be) to identify topic (Fruit is part of the food pyramid. Children need fruit every day.) ■ Prepositional phrases to identify time and place (every day, at lunch, in school) ■ Visuals (labeled drawings) to support purpose ■ Expanded noun phrases to add details (fresh fruit, healthy food) ... ■ Connectors (because, so, and) to link claims with evidence and reasoning (We should eat fruit every day because it has vitamins to help us grow.) 	<p>Teacher's Guide Set 2: U5: 110; U6: 273; U7: 531</p> <p>Activity Sheet Set 2: 24, 78</p>